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ABSTRACT

A parallel Spanish edition was developed of released objectives and objective-referenced items used in the National Assessment of Educational Progress (NAEP) in the field of Career and Occupational Development (COD). The Spanish edition was designed to assess the identical skills, attitudes, concepts, and knowledge of Spanish-dominant students ages 9, 13, and 17 as those measured by the NAEP English edition. The Spanish edition was to be used for field testing and validation: equivalent Spanish-language instructions for administration and scoring were also developed. It was designed to be linguistically compatible for children of both Caribbean and Mexican-American origin. Suggested uses of the validated Spanish edition included: (1) assessing the occupational and career awareness needs of Spanish-dominant students: (2) providing teachers and counselors with related objectives and criterion referenced items: (3) testing a national sample of Spanish-dominant students, and comparing norms with Hispanic surnamed students who took the English form of the NAEP: and (4) demonstrating a means of producing Spanish and other-language editions in other content areas. (Appendices include results of Puerto Ricans and Mexicans/Chicanos on the NAEP's COD items, analyzed by geographic region, sex, and size of city. (Author/GDC)

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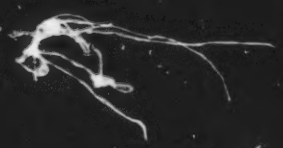

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DEVELOPING PARALLEL CAREER AND OCCUPATIONAL DEVELOPMENT OBJECTIVES AND EXERCISE (TEST) ITEMS IN SPANISH FOR ASSESSMENT AND EVALUATION

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FOREWORD

In 1977, during one of a continuing series of meetings between New York State Research Coordinating Unit component directors, the undersigned discovered that students whose native language was not English did not score well on the National Assessment of Educational Progress (NAEP) exercises within the Career and Occupational Development (COD) test administered nationally in 1974. Beyond the probable lack of validity for non-native English groups, there was also the assumption that grouped data for the COD, generally, would be subject to misinterpretation.

Accordingly, an unsolicited proposal was submitted to the National Institute of Education (NIE) by the Institute for Research and Development in Occupational Education (IRDOE), describing our concerns and how we believed a parallel version of the COD in Spanish could serve for a significant portion of the non-native population. Well over a year later we were notified of the award to conduct such a project, beginning July 1, 1978. Reported herein, narratively, are the procedures, special findings, concerns, and recommendations for use and further study associated with the development of the product (submitted separately).

We are grateful to the NIE for the opportunity to serve in a most-needed area. Although the translation undertaking was vastly complicated by variances in ethnicity within the Spanish-dominant population, we believe the instrument and accompanying scoring criteria are ready for pilot-testing and validation. We have, therefore, submitted a proposal for such an endeavor, and trust that the fruits

of earlier labors will result in an appropriate instrument for overcoming language barriers for this population. It is our hope, too, that the experiences documented herein may serve to provide a model for the development of parallel instruments in other languages and for other instruments beyond the COD.

Although the entire IRDOE staff and consultants have contributed significantly to the project, this final report and the products delivered to the NIE are dedicated to the memory of Dr. Randolph B. Tarrier, Project Director, whose untimely death occurred as this document goes to press. His acumen in psychology, counseling, counselor training, and test development, nationally recognized, have inured greatly to our benefit in this project as they have to others in the past. His passing is deeply mourned by all who knew him, not alone for his professional accomplishments but for the extraordinarily fine human being he was.

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Development in Occupational
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ACKNOWLEDGMENTS

The success of this study is due to the combined efforts of IRDOE and the Bureau of Occupational Education Research of the New York State Education Department. The program, a joint conception of both entities, sought to extend the availability of the Career and Occupational Development test and scoring guide to the Hispanic community by translating both products. The result is a camera ready version of the translated test and the released test scoring guide package, which are applicable for testing and counseling situations for Hispanic children and adults.

Sharing in the completion of the project were bilingual counselors and educators from the West and East Coast. Their contributions and open-mindedness were invaluable in resolving the many knotty problems of multi-cultural language variations.

The individuals who were involved in the project are listed in the appendix. Each is knowledgeable and resourceful in bilingual and multi-cultural education. Our thanks are extended to each of them.

We would also like to mention at this point the extraordinary contributions made by Dr. Wayne Martin, Director of Research Services and Ms. Charlotte Ramlow, Research Assistant at NAEP in Denver. The IRDOE staff, Ms. Rosalba Rolón and Ms. Auremar Veléz, Ms. Maria T. Gúzman, Editor, Ms. Melanie Bentley, Executive Assistant, Ms. Ruth Román de Marrero, Secretary, made possible the completion of our combined efforts with their patience and dedication.

ABSTRACT

It was the purpose of this project to develop a parallel Spanish edition of released objectives and objective-referenced exercises used in the National Assessment testing program in the field of Career and Occupational Development.

The Spanish edition was designed to assess the identical skills, attitudes, concepts and knowledges of Spanish-dominant students ages 9, 13 and 17 as those presently measured by the English edition developed and used in the National Assessment program. The Spanish edition was completed as "camera ready" copy for reproduction and use in field testing and validation. However, support of field testing activities on a large scale sample of differing Spanish dominant students was not contracted for as part of the project. Directions for administration and/or scoring in Spanish were also developed and are, again, identical to their English counterparts. The Spanish edition as developed is designed to be linguistically compatible for use with children of both Caribbean and Mexican-American origin.

When validated and released, the Spanish edition of the NAEP objectives and exercises in career and occupational development may be used at various levels:

1. To assess the occupational and career awareness needs of Spanish dominant students which cannot be measured by the English edition.
2. To provide teachers and counselors in Bilingual and English as a Second Language programs which enroll

Spanish language dominant speaking students with a series of related objectives and criterion referenced test exercises. From these and the results of test exercises administered as pre-tests, local teaching materials may be designed. Administration of Exercises after instruction, in Spanish or English as appropriate, covering the objectives taught, can serve as a post-test.

3. To provide the means to administer the exercises to a national sample of Spanish-dominant students, so that results for 9-, 13- and 17-year-olds may be compared for validity with score results for cohort students with Hispanic surnames who took the English form of the exercises in 1975 and 1976. (These results were released by National Assessment in early 1977.)
4. As a means of developing and demonstrating a proven methodology which can be used to effectively produce Spanish and other language editions in the other content areas of the National Assessment program.

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Project operations took place under the direct supervision of Mr. José E. Muratti, Curriculum Specialist of the Bilingual Teacher Training Program, Hunter College Annex, Room 1435, 560 Lexington Avenue, New York, New York 10017.

Time period covered by the project: July 1, 1978 - August 31, 1979.

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INTRODUCTION

Vocational Guidance and Counseling for the Hispanic in the United States today has been handicapped by a lack of resources in Spanish. Guidance materials in Spanish allow counselors to develop a wide variety of techniques and approaches to bridge skills, knowledge and attitude gaps between diverse Hispanic populations and the mainstream of United States culture.

In order to bridge this gap, it is necessary to first determine the extent of the skills, knowledges and attitudes in all subject matter areas taught in the public schools on a nationwide and regional basis. Determination of how much and how well public and private school students were learning basic skills and subject areas was of major concern to Congress, the U. S. Office of Education and a nationwide Consortium, the Education Commission of the States. This concern was translated into a plan of funded action through national legislation which developed the National Assessment movement as conceived originally by the late Commissioner of Education on New York State and the United States, Dr. James E. Allen.

Since 1971, a series of tests were developed in a variety of content areas by the National Assessment of Education Progress (NAEP) as an agency of the Education Commission of the States, with headquarters at Denver, Colorado. One of the test areas developed for National Assessment in the '74-'75 series was in Career and Occupational Development, hereafter referred to as COD. The American Institute for Research, under NAEP contract, developed a series of

COD objectives and exercises which were administered to a national sample in order to assess the following objectives and subobjectives:

I. Prepare for making career decisions
   - A. Know own characteristics relevant to career decisions
   - B. Know the characteristics and requirements of different careers and occupations
   - C. Relate own personal characteristics to occupational requirements
   - D. Plan for career and occupational capabilities

II. Improve career and occupational capabilities

III. Possess skills that are generally useful in the world of work
   - A. Have generally useful numerical skills
   - B. Have generally useful communication skills
   - C. Have generally useful manual-perceptual skills
   - D. Have generally useful information-processing and decision-making skills
   - E. Have generally useful interpersonal skills
   - F. Have employment-seeking skills

IV. Practice effective work habits
   - A. Assume responsibility for own behavior
   - * B. Plan work
   - * C. Use initiative and ingenuity to fulfill responsibilities
   - * D. Adapt to varied conditions
   - * E. Maintain good health and grooming

V. Have positive attitudes toward work
   - A. Recognize the bases of various attitudes toward work
   - * B. Hold competence and excellence in high regard

*By advice of NAEP these subobjectives were not measured by the subcontractors.

C. Seek personal fulfillment through own achievements

D. Value work in terms of societal goals

The test consisted of individually- and group-administered exercises. Respondents were chosen from four age groups: 9-year-olds, 13-year-olds, 17-year-olds (both in and out of school) and adults (26-35). The test administration included the use of paced tapes and films. Scoring was done according to type of exercise: multiple choice and open ended. Some of the exercises overlapped from one age group to the next and all had time limits irrespective of type of exercise.

A total of 164 exercises were released with the scores for all four age groups. In a score breakout by surname, Hispanics as a group scored below the national average. While Hispanics were under-represented in some geographical areas and over-represented in some socioeconomic levels, the results were indicative that some type of interference may have been responsible for the lower scores, in comparisons to other populations.

Since a variety of intervening factors are involved in any type of testing which hopes to be representative of a multicultural society, in the case of Hispanics it was reasonable to assume that the language of the test itself might have been one of the most important factors. Consequently, the test in which Hispanic respondents showed lower scores needed to be administered without the apparent interference of a second language, or a primary language other than English.

In response to this need and as a result of the concerted efforts of Dr. Lee Cohen, Director, Institute for Research and Development in Occupational Education, City University of New York, Dr. Alan Robertson, Chief, Bureau of Occupational Education Research of the New York State Education Department, and Ms. Shirley Munoz, then a staff assistant at the Institute for Urban and Minority Education, Teachers College, New York, the concept of a translation of the national NAEP COD test was conceived. The purpose of this project was discussed by the State Education Department and IRDOE staff, a proposal was developed, and was submitted as an unsolicited proposal to the NIE in January 1977. However, funding was not available for the project until the program year beginning 1978 and project staff were notified of an award in the amount of $84,507 on June 28, 1978. Because of the year's delay, the original available staff person who had been designated as project manager, Ms. Marietta Saravia Shore, was no longer available to the project. Mr. José E. Muratti, who had a professional background in Guidance Counseling and was currently a staff member of the Bilingual Teacher Training Project at Hunter, a member college of the City University of New York was available to substitute. The proposal and timetable were changed to correspond to the '78-'79 project year.

A word about the relationship between the Institute for Research and Development in Occupational Education and the Bureau of Occupational Education Research (BOER) of the State Education Department seems appropriate at this point. Under the Vocational Education Act of 1968, and the 1976 Amendments, a State is required to have

a Research Coordinating Unit. The administrative structure and staffing pattern of these units have great variation in the states but all must be approved in the individual State Plan for Vocational Education, submitted to the U.S. Office of Education.

In New York State, the State Education Department is identified generally as the Research Coordinating Unit (RCU) with the bulk of research operations handled in-house by the BOER and two funded university centers as Research Coordinating Unit support offices. This project, therefore, was conducted by two components of the New York State RCU, in close cooperation.

The prime function of the staff of the BOER was to assist with the overall design and work strategy and arrange for consultation at the beginning and through various crucial steps in the work plan with staff of the National Assessment and Education Progress in Denver, and refine the final project report. Without the whole-hearted cooperation of Dr. Roy Forbes, NAEP Director and his designated staff, this project would not have been possible.

PROJECT PURPOSE AND APPLICATIONS

The purposes of a Spanish edition of National Assessment Exercises in Career and Occupational Development fall into four major categories, as listed below:

1. To assess the occupational and career awareness needs of Spanish dominant students which cannot be measured by the English edition.
2. To provide teachers and counselors in Bilingual and English

as a Second Language programs which enroll Spanish language dominant speaking students with a series of related objectives and criterion referenced test exercises. From these and the results of test exercises administered as pre-tests, local teaching materials may be assembled. Administration of Exercises after instruction, in Spanish or English as appropriate, covering the objectives taught can serve as a post-test.

3. To permit administration of the exercises to a national sample of Spanish dominant students, so that results for 9-, 13-, and 17-year-olds may be compared for validity with score results for cohort students with Hispanic surnames who took the English form of the exercises in 1975 and 1976. These results were released by National Assessment in early 1977.
4. As a means of developing and demonstrating a proven methodology which can be used to effectively produce Spanish and other language editions in the other content areas of the National Assessment program.

The test objectives of the Spanish version of the COD as supported under this proje[illegible] are the same as those of the English original. However, inasmuch as language is the main vehicle of culture communication, it is to be expected that the ways in which similar objectives are described and measured may vary from one language to the next. Consequently, the interpretations which

bilingual counselors give to specific exercise answers of their clients may vary from one Spanish-speaking ethnic group to the other, just as those used by different English-speaking groups vary.

The report that follows illustrates the process followed in translation of the COD test, and a series of critiques and recommendations we believe are crucial to achieve the optimum use of the Spanish version. A working definition of the term "translation" as used to describe the processes of test development in this project follows:

1. Translation does not involve only the reproduction of equivalent lexical units. It requires that the language used to convey a message remains within a contextual linguistic range of meaningful constructs of the specific topic in the original language.
2. It requires that the sentence structure and technical vocabulary--independent of topic--respond to an equivalent cultural setting and an age level.
3. Single word concepts in one language might require whole explicative sentences in another.
4. Finally, there are words in the Spanish language that have different meanings for people from different Spanish-speaking countries.

Consequently, IRDOE undertook to recruit consultants with linguistics backgrounds and experience in Bilingual Education who belonged to different Spanish-speaking nationalities. First-hand experience would provide familiarity with regionalisms, and linguistic

structural differences particular to their cultures of origin. Academic experience would provide alternate methods of integrating different terminologies and discriminating criteria for "standardizing" translated responses.

PROCEDURES

As an initial step the results of the English version of the Career and Occupational Development Test administered in 1974 by NAEP were compiled by NAEP staff by ages on three separate sets of computer printouts. These volumes contain a number of variables which were cross-tabulated with Hispanic and specifically Mexican-American and Puerto Rican scores. Hispanics' scores by age, region, sex, size of city, and ethnicity can be compared with those of Blacks, Whites and "others."

The test is made up of 95 open-ended exercises and 69 multiple-choice items. Since some of the exercises overlapped in terms of age groups, it is possible to get considerable combinations of "acceptable" and "unacceptable" answers. Since Hispanics scored lower, we were interested in finding out which other variables , if any, besides language interference might have affected the differences of scores between and within ethnic or linguistic groups.

All items--which represent a larger number than that of the exercises, since each exercise may contain several items--were checked in order to determine which ones proved problematic (scores below 5% under the national average), non-problematic (scores within five percentage points below national average), and above national

average for one or both groups. The 5% range was established on the basis of the standard error used for all scores.

The NAEP test score analysis indicated, among other things, that Puerto Ricans and Chicanos found open-ended questions more problematic than multiple choice ones 68% of the time. However, Puerto Ricans had problems with both types of questions more often than Chicanos of all ages except open-ended items at age nine.

Since the scores differed not only between groups but also between ages in both groups, recurring score patterns suggested that problematic exercises tended to correspond with different levels of acquired COD information and linguistic skills. These score variations seemed to be related to geographical area, occupational experience, and specific knowledge of careers and occupations particular to or recurrent in urban/nonurban residential categories.

At this point NAEP, as a further service to the project, prepared a cumulative score analysis for both groups. Computer printouts include all scores for all items within exercises in several thousand pages in seven volumes. No correlations were established other than the ones mentioned above. In the meantime, Spanish edition test development procedures were carried out according to the following work plan.

The English version of the COD test was submitted to a team of bilingual counselors in New York City for translation, who for the most part were of Puerto Rican cultural background. The counselors sought to:

1. Review the English version of NAEP Career and Occupation Development exercises for culturally biased items in English.
2. Flag culturally discordant items.
3. Translate objectives and test items for ages 9, 13 and 17 into Spanish and review another team member's translation. (Adults were not included as a target population for the Spanish version as stated in the grant proposal.)
4. Flag items with linguistic ambiguities, or cultural discordance in direct translation.
5. Revise these items in translation.
6. Log changes and rationale necessary changes or item redevelopment.
7. Check that sequence and distractor response choices in the Spanish edition correspond to the English version.

In a series of sessions with the Project Director and the Project Manager, the criteria for "flagging," rewriting and/or discarding items were discussed and adopted.

Upon reviewing the English version a number of items were identified which did not have a translation, or had a translation which might be unknown to many Hispanics, due to their limited use in Spanish. Some of these items simply do not have an equivalent in Spanish since they represent work and play situations which have been developed in English-speaking countries and reflect "culture-bound" concepts. These items, although familiar to Hispanics residing in the United States, might not represent an

activity which could be classified as common or familiar to the Hispanic population. These items were classified as culturally discordant in that they would not be uniformly valid.

The team proceeded to translate the objectives and items as they appeared in the English test. Aside from syntactical considerations, the bulk of the material, as a first step, was translated without taking into consideration the plausibility of the possible equivalent Spanish responses. In other words, the team did not change any questions or responses based on assumptions about whether literally-translated items would or would not be given by a Hispanic respondent.

Linguistic ambiguities were subsequently corrected in the Spanish first draft edition. However, there were items which required an explanation aside from cultural or linguistic equivalent, since the Spanish version at times differed in meaning from the English version.

All such items were separately listed and rationales for their cultural discordance or lack of equivalency were recorded. Correct and distractor response choices remained, however, in the same order as in the English version.

After these steps were taken, the translated version was submitted to Mexican American linguists from California. Dr. Gustavo González from the University of California at Santa Barbara, Dr. Eduardo Hernández Chávez from Bloomsbury West and Mr. Alejandro Sapiens from Stanford University met with Dr. Alan Robertson and and the Project Manager, José E. Muratti to discuss their review of the Spanish version.

The tabulations and preliminary findings gathered in Denver and later recorded in New York (see Appendix A) were thoroughly discussed in the meeting with the West Coast consultants. The validity of this type of test, given the assumptions about the linguistics heterogeneity of Hispanics in the United States, was questioned. The most significant issues brought up were:

1. Hispanics have different levels of comprehension, proficiency and expertise in spoken and written Spanish.
2. The factors which influence the outcomes of certain tests are various and not only related to language.
3. Proficiency in a spoken language does not mean expertise in writing and interpreting the same written language.
4. Code switching may account for lack of comprehension as well as providing unacceptable answers.
5. Language proficiency in spoken or written Spanish may be accompanied by equivalent listening and reading English ability, and viceversa, but not necessarily in any one population or group of individuals.
6. The translation of answers given in English may not cover the range of possible answers to be given in Spanish by Hispanic respondents.

Some of these points may prove to be very accurate predictions of probable misinterpretations of the results of the administered Spanish version test. Furthermore, they provide us with a rationale requiring that test administrators and data analysts be properly trained and supervised in order to collect as much accurate

information as possible as the test exercises are validated, and used by educators ultimately. The results need to be reviewed not only in comparison with the English counterpart results, but on the basis of the Spanish test's adequacy in measuring knowledge of COD objectives. Other factors besides language proficiency in one or the other language, it was agreed by the consultants, need to be assessed through alternate surveys.

Surprisingly, there were not that many items which contained "trouble spots linguistically [for] Caribbean vs. Mexican-background students" as predicted in the proposal. Those terms that were found by the West Coast consultants to have radically different meanings were substituted, not without some degree of difficulty, with equivalent concepts or by rewording the context in which the discordant items appeared. A case in point is the term "averiguar" which for Caribbean Spanish-speakers means "to find out," and for Mexican-descendants means "to fight." Counselors from the East Coast are well advised not to use the term indiscriminately with West Coast respondents.

Logs, reflecting recommendations from the East and West Coast consultants, were developed to facilitate decisions regarding the most appropriate term to use. A list of terms by page and exercise number was reproduced from which the Project Manager, translation team, and eventually the Editor jointly selected the appropriate terms. While the Project Manager and the translators kept in mind age-group level, alternate ethnic meanings and test objectives, the Editor kept sequence, linguistic flow, and consistency for the

570-odd page document in perspective. The Project Manager made final decisions on all "impass" items.

A distinction between those items that needed minor adjustments and those that needed a complete rewrite was not made on paper, or added to the log. The reason for this decision was that there were so many items to be rewritten two or more times that it was not possible to agree on criteria for what constituted minor and major changes. The meaning of a sentence could change with one word, while in other cases a whole sentence was rewritten without affecting structure or meaning of the original.

Some terminology found in the test, which was conceived in the English language, has become universal and therefore, has been retained in its original form in a parenthesis next to the accepted translation or equivalent version. "Welfare" is an example, as a service with which most respondents independent of socioeconomic background might be familiar; a Hispanic in the United States would not say "Bienestar Público," but would probably refer to it as "welfare."

In those cases where the English version was deficiently edited and proofread, the items were carefully checked to ensure a distinction between distractors, errors in editing, and response errors copied verbatim. In many of the items in the 'Unintelligible' category, some of the word or words were simply flagged and eliminated since they did not constitute a complete or legible word unit, and the word "ininteligible" was used in its place.

Once all recommendations were taken into account, a draft of the Spanish edition test was submitted to the panel of Hispanic teachers for their review and suggestions. They checked the Spanish version again for age-appropriate language level, linguistic ambiguities and culturally discordant items. Their recommendations were added to the list of flagged items and age-appropriateness corrections.

Many of the problems regarding translation differences in meaning, and appropriate word usage, were found when the Spanish Edition manuscript was submitted to each of the consultants from the different Spanish-speaking nationalities.

To begin with, "National Assessment of Educational Progress" was translated "Estimado Nacional de Progreso Educativo." "Estimado" is not the exact translation of "Assessment," but a cognate of "Estimate." After much debate we agreed that "Asesoramiento" which is the direct translation of "Assessment" is more related to advice, and briefing, than to measuring accumulated information as in this case. "Estimado," on the other hand, has the same connotation in Spanish as "Assessment" does in English. It refers to an estimate that projects findings on a larger population than was tested, and determines "the significance, importance, or value of" a body of data.

It was not possible for the staff to anticipate equivalent words and concepts more common to, or having completely different meaning for, members of other groups. This factor was taken into consideration by all those involved when it was decided not to try to add potential responses by examinees for each response category, for

all age groups. Under certain categories there were some alternative responses which were added whenever the translated item overlapped with more than one concept in Spanish.

For instance, counselor may be translated "consejero" or "orientador." Since some respondents may use one or the other indistinctly, both terms were used in order to validate both possible responses.

There were other exercises where the term "clerk" was used together with a worksite descriptor. In those cases, the translation of "clerk" would vary according to the equivalent term, since there is more than one word in Spanish to describe each "clerk," depending on the work situation.

The consultants revised the translated test and recommended changes to eliminate linguistic variations between Mexican and Caribbean Spanish, ensure age-appropriate level standard Spanish, and flag those problematic items of doubtful validity when compared with the parallel English version. Their suggestions were logged in order to be added to the list of recommendations already being developed by the New York team. The suggested changes were categorized and listed in order to examine each item more closely and decide whether to eliminate the item completely, include both versions of the items, or provide more scoring options for "correct" answers for which no "neutral" equivalent was found.

Once the recommendations given by the Mexican-American respondents were integrated into the preliminary version of the test, they were submitted to the East Coast panel of linguist-educators for

revision on the same issues as the West Coast consultants.

The outside panels which reviewed the translated material were chosen according to the following criteria:

1. Extensive linguistics background and/or at least a Masters degree in Bilingual Education.
2. Experience in the field of education with special emphasis on bilingualism.
3. Spanish dominance or coordinate bilingualism.

The test as translated by the staff was submitted to all consultants with an English version copy in order to ensure consistency between original and revised translation. Since the test was revised by the staff before it was submitted to the West Coast consultants there were fewer items classified as problematic the second time around. What had changed was the range of translated alternate answers which were now available since the East Coast consultants were from four different Spanish speaking countries, namely: Colombia, the Dominican Republic, Cuba and Puerto Rico.

Items that were not relevant to the Hispanic respondents--where concurrence was based on the assumption that the activities listed would not be carried out by most Hispanic respondents--in most cases belonged to categories other than occupational. Most, as a matter of fact, were games and sports such as chess and snowmobiling, which usually are activities experienced in leisure class environments to which, statistically, most of our respondents would not belong.

Although it was not suggested in the proposal that Colombians should be included as consultant personnel, it was decided that because of the increasing number of South Americans from this and neighboring countries presently in the United States they should have some type on input. More and more children from this South American region are attending public schools and are liable to be under-represented in a national sample.

Linguists and teachers had to maintain language "age-levels" in the final versions of the items. Since many exercises overlap, their items need to remain intelligible to the youngest respondents, and at the same time not become simplistic for older ones. This goal was achieved through continuous revision and rewriting of items in the context of each age level in which the exercise was included.

It is important to note that semantic differences in translated items and non-translated items, whether words, phrases or concepts, were recorded in the logs separately and all possible alternatives were also logged. In other words, specific responses in English were given alternate responses in Spanish. However other "possible" Spanish responses which we might think some children would give were not included in the scoring key. This information would be determined through the field tests.

None of the translated objectives flagged were actually discarded, although some of their exercises and items were rewritten. There were exercises which required substantial extenuation in the translation in order to accomodate the meaning behind a technical term

in English. Often alternate words were added that would better define the question asked in the item for examinees from the consultant's country of origin. Whenever consultants and staff concurred that the respondent might be more familiar with the term in English, we included the correct translation and the English term in parenthesis, as well as the various terms for the concept which were particular to another culture whenever it was necessary.

An example of a culture-related concept which might affect the scoring in this test is the use of time. In the exercise (401003-NT) on page 416 of the English Version (see Appendix E), *Mary is stopped by Tom on her way to the store to buy bread for her mother. It is late, she warns, but Tom continues to talk on. In spite of her efforts to break away from the conversation, she arrives at the store 25 minutes later. It has closed; she returns to face her mother who asks: "Well, Mary, where's the bread I asked you to buy?" The multiple choices follow:*

Whose fault was it that Mary did not buy the bread for her mother that night?

A o *It was Tom's fault because he talked too long.*

B o *It was no one's fault because Mary didn't want to be rude and leave Tom.*

C o *It was Tom's fault because he wouldn't let Mary leave.*

D ● *It was Mary's fault because she talked too long.*

E o *I don't know.*

While it seems evident to the anglo author of the English

edition of the exercise that Mary should have left on time to carry out her duty, it is probable that many, if not most, Hispanic respondents might find B a perfectly plausible answer. In the Hispanic cultures, politeness is measured as much by self-discipline, as by consideration for (and dependence on) adults and peers. It is very rude to interrupt someone who is talking to you, even at the expense of being late or not complying with a previous appointment. How much of this cultural attitude is still in effect among Hispanics in the United States today can only be determined from the response to this and similar questions in a field test of the Spanish version.

DESCRIPTION OF DELIVERABLES

There were various instances where valid differences between written and oral language as used by the children were noted. Following proposal design specifications, reading and written language criteria were chosen over spoken language ones. Even though we realize that there may be cases where respondents will write as they speak, it was concluded that it is preferable to evaluate a response from the more "standard" written form than from the oral, dialect-bound, sometimes "better known" alternatives.

The translated version of the test is reproduced in two separate formats. The first, a camera-ready edition containing all exercises and response items, is to serve as the equivalent Spanish version to the English COD test released by NAEP; the second are camera-ready versions of the test without responses. While the first would be used as a score key, the second would

provide an easily reproduced booklet which can be used for subsequent pilot testing with individual age groups.

An extension was authorized in June 1979, extending the termination date of the project from June 30th to August 31, 1979. As a result, these additional products which were not contracted for in the original grant were completed, namely:

- The Spanish script for a five minute film that is used in exercise 305010T1 on attitudes towards management and which was not part of the released score guide.
- Preliminary profile questionnaires for school principals and 9, 13 and 17 year old (In- and Out-of-School) respondents were revised and had sections added and/or rewritten. The respondents' questionnaires were translated into Spanish.
- A revised version of the administration manual, including translated instruction passages to be read to respondents, was completed.
- A Spanish edition of the final report.
- Test booklets for age groups 9, 13, 17 (in school and out), and adult.

The test administration manual should aid test administrators and scorers and provide a conceptual framework to identify item group responses, as a result of pilot testing, whether or not they are validly measuring exercise objectives.

Since the need for a pilot test became more apparent as concerns about validity increased, the revision of the above materials was carried out for two primary reasons. First, in order to identify any additional problems in translation which might reocurr in the

instructions and profile sections of the manual. Secondly, it was agreed that the preparation of these materials would be helpful in the future when the scoring guide and test booklet were released and requests were made by local schools or programs to pilot the test on small Hispanic populations.

The script was translated since it is a part of the test itself. However we recommend that the script be used in the production of a completely new Spanish version of the film. Although dubbing the sound track in Spanish of the existing English film was considered as an alternative, this idea was later discarded. The awkwardness of speech patterns and the inability to synchronize lip movements in most other language sound dubbing tends to distract viewers from the content of the situation being shown. It has been proven by market surveys for advertising that viewers tend to identify themselves more readily with characters that resemble them, not only on physical features but also on speech patterns and non-verbal (body) communication. Therefore, development of a new Spanish film for these exercises would add to their content validity.

The deliverables should initially serve as a basis for a pilot test that would seek to validate the Spanish edition through rigorous field administration and analysis of results. (The Institute has submitted an unsolicited proposal for a pilot test.)

Although the approved work plan did not contract for the translation and revision of the "Adult" category exercises and responses, this task was carried out concurrently with the 9, 13 and 17 exercise translations. Since the adult items were included in the original

scoring guide, it took relatively little additional effort to apply the same criteria to the adult items as to the rest of the exercises.

PROBLEMS, DISCUSSION, AND RECOMMENDATIONS

There are a number of important points and recommendations arising from the investigators' experiences in translating the COD materials, which we think would be most important to administrators of the Spanish edition, and the education community in general. These concern the language used by examinees to respond, their ethnic backgrounds, the knowledge and abilities that the test is expected to measure, and whether cross-cultural differences skew answer patterns for a particular item. Below we have listed a different variety of problems, their rationale and solutions offered by consultants and staff. These are problem questions which need to be studied and researched independently in all of their detailed ramifications. They cannot be answered by a field test administration of the Spanish version of the test per se.

A. Language and Ethnic Background Problems

It cannot be assumed that the Spanish language test by itself will serve to correlate the levels of responses of Hispanics with those of the national average. The national average is made up of Hispanic responses as much as of other English-speaking North Americans.

It should not be assumed that there are homogeneous Spanish-speaking communities in the United States today. Their levels of proficiency in reading, writing, listening and speaking skills vary between individuals and nationalities.

Language proficiency does not by itself insure knowledge of a specific subject, as can be proven by the national average of COD English edition of "success" which ranges from the 50 to 60% levels.

Since there has been no previous or concurrent test of the English language proficiency of the Hispanic respondents in the 1974 NAEP testing cycle, we can only conjecture as to how much of what was tested in English was "adequately" understood by the Hispanics, and had, in its turn, elicited "adequate" responses to a specific exercise objective. To answer this question, both the English and Spanish editions of the COD would have to be administered to a valid sample of Hispanics at the 9, 13, 17 and adult age levels.

In the area of career and occupational development, knowledge of specific words that depict occupations, details of the labor being preformed, and general descriptors of working situations are going to vary depending on the type of school the child attends, for instance, or what language is spoken at home.

Different levels of proficiency in Spanish as well as dialectal differences between Hispanic groups in the United States should not be seen as a problem or an inconvenience by counselors, test administrators or anglo or Hispanic educators. We recognize that there might be a minimum of four distinct major Hispanic groups answering the test items. Mexican-Americans, Puerto Ricans, Cubans and Dominicans living in the United States range in numbers from several hundred thousand estimated for the latter three groups

to twelve million Mexicans including illegal migrants. Levels of proficiency and familiarity with standardized testing procedures in general vary within these groups.

Performances on the Spanish edition, as well as the English version of the test, probably will be equally different among Hispanics. This may not mean that one particular subgroup is more advanced in potential career and occupational development than the others. Ranges in score distributions may only be signaling that contact with the mother tongue is more recurrent for one group than for another and that the process of adaptation to the new environment has made the child more proficient in one language than in the other. This proficiency may vary within languages and in reference to specific topics that are more significant, in the sociological sense, for cultures or subcultures the child may be in contact with. Again, a separately designed research study would be necessary to test this hypothesis.

Linguists and educators from all of the twenty-odd nationalities of Spanish-speakers in the United States are not all in agreement as to what is the most appropriate standard Spanish to use in testing. Therefore, to develop criteria for discarding exercises and their items in the English and Spanish editions as inappropriate for use with Hispanics, validation of the translation is needed. It cannot be determined which of the responses given the 1974 COD testing in English were given by non-Hispanic or by Hispanic examinees. It would be arbitrary and a matter of judgment on the part of the current project

personnel to determine which exercises are "Hispanic-bound" and which are not, without test score results from an adequate sample.

In a proposed field testing cycle it was specified that examinees would not be obligated to answer Spanish exercises in Spanish only. Code-switching, for example, a recurrent phenomenon with second-language speakers, may also account for responses that show an obvious misinterpretation of the question as well as unacceptable responses due to lack of information or language skills to express the information clearly. Code-switching is the alternate use of words and phrases in a language other than the one being used in conversation. It is a recurrent phenomenon of first, and oftentimes second, generation migrants who must use the language in which they have learned a specific information in order to convey meaning in a conversation. Code-switching occurs independently of the mother tongue of the speaker, but most recurrently the switching is done from secondary to primary language. That is, if the primary language is Spanish, and the conversation is carried out in English, in the code-switching process the speaker will continually use Spanish to express concepts for which an English equivalent is not known.

Theoretically their range of responses could include those English language responses which may or may not have been given in the 1974 test administration. A further justification of pilot

testing of the translated version, then, is to validate the translation and factor out linguistic-interference.

B. Areas in Career and Occupational Development that the Spanish Deliverable Test is Expected to Measure - Discussion

Knowledge of careers and occupations is differentially distributed in a pluralist society. It would be reasonable to assume that East Coast urban dwellers, for instance, are going to be more informed about white collar occupations than rural persons.

There are exercises in the test which assess acceptable responses to activities such as individual sports and ask for judgments on the appropriateness of behavior of management personnel. It is very likely that respondents from a specific socioeconomic strata, ethnic background and educational level are going to fare better than those that live in the opposite side of the spectrum in each of these three categories.

While the test is trying to assess the ability to make career decisions, improve occupational capabilities, measure skills that are generally "useful" in the world of work and the practice of "effective" work habits, as well as identify positive attitudes towards work, it is apparent that all of these categories may be relatively class- as well as culture-bound. ["Acceptable" responses, even after field validation, ultimately reflect the concepts and assumptions of the test developers, in reference to the work ethic and the behavior that is expected to fulfill in the best possible way the goals of either the North American mainstream culture or the target populations for which the testing material is intended.]

Not all children, regardless of their ethnic background, have had experience with these environments related to occupational clusters and titles reflected in the original and translated exercises.

The Hispanic populations' accessibility to information which enhances their career and occupational development should not rest solely on the child's access to and ability to understand and answer a COD test adequately in one language or the other.

COD individual test results can be used as an indicator of knowledge, comprehension and skill in these areas only if such following considerations are accounted for: time of residence in the United States, socioeconomic level, geographic setting, language spoken at home, access to job market information, horizontal mobility, and other factors. How these factors affect an examinee's responses, in each individual case, might be interpreted by an experienced counselor.

C. Applicability of Results and Next Steps

The results of the translation reinforce the point that having translated materials to work with does not ensure their appropriate use by counselors. There are many culture- and class-bound concepts and ideas which are not available in the literature in Spanish that need to be explored further with students and clients, as well as added to or clarified in the available materials.

The exercises in the test, as conceptual frameworks, are adequate insofar as they are adequately translated. Student responses are altogether a different matter. The sample English responses that were translated into Spanish were, in many cases, culturally

and class-bound. There were categories such as "snowmobiling" under individual sports or recognizing an X-ray technician as opposed to a computer technician under "people who work a lot with machines." How useful these categories are in order to measure their corresponding objectives will be determined by response patterns when the test is administered.

Knowledge of activities and of professions and occupations familiar to the United States citizens may not be familiar to recent migrants from Spanish-speaking countries. It should not be assumed that their ability to learn and perform well in these occupations is impaired by this lack of initial familiarity. This test itself, upon its release in Spanish, should serve as an excellent tool to ensure this familiarity and eventual specific knowledge of various alternatives available to them in the job market.

The above-mentioned problems, discussion and recommendations give us an anticipation of what might be very valid concerns from the Hispanic education community in particular, and the academic community in general, given the nature of the product of the project. Our end product is final only in terms of our contract specifications and of our responsibility to make the translation the best possible one given the multiplicity of factors affecting the tested and other sample populations.

Our main activity with the project has been to produce a translation of the original English version of the COD test and its answer code. We did not contract for or in any way indulge in editing of the English edition released exercises in order to make them respond

to what we may have thought would be a more precise and/or accurate assessment instrument for the identification of problem areas in the field of COD for Hispanics in the United States. Nonetheless, we believe it is our responsibiltiy to include in this final report an account of several test development, administrative, and scoring issues which may accompany any national assessment type test when translated to another language.

We have not made instructions in Spanish for test administrators as simple as perhaps some administrators may have desired. We believe it is the responsibiltiy of test administrators to have a comfortable grasp of the language in order to adequately evaluate the preformance of the students. If and when the translated version is field tested, potential administrators should receive some form of short term training using the testing language to be used, in addition to test administration procedures. For purposes of economy in diffusion, a manual may serve.

It is apparent that the accompanying Spanish edition of the test "as is" would not suffice to measure all of the general knowledge and abilities that respondents may have acquired about the world of work. The translated responses cannot cover adequately the range of possible "acceptable" and "nonacceptable" responses that "mainstreamed" Hispanics may give to a test in the language of their parents or grandparents. The responses gathered from a pilot test will make the range of acceptable answers more comprehensive and accurate. Accordingly, we have proposed such a pilot test in a separate field-initiated submission to NIE.

APPENDIX

Appendix A

1974 COD Testing - Hispanic Results

Puerto Ricans and Chicanos scored above average in 10% of the open-ended questions and in 12% of the multiple choice. However, Puerto Ricans had problems with both types of questions more often than Chicanos of all ages except open-ended items at age nine.

Furthermore, both Chicanos and Puerto Ricans scored above the national average on the same items 19 times (all ages). Puerto Ricans alone surpassed national average scores on 36 items, and Chicano on 11. These data represent areas of expertise that could be further developed and shared with other groups.

The following data show only scores for problematic (P), non-problematic (NP), and above-average (+AA) items. Hispanic respondents have been subdivided into Mexicans and Puerto Ricans, first because those are the only Hispanic categories given by NAEP and secondly, for the purpose of identifying those exercises and items in which they might have been more proficient or less accurate.

This ethnic categorization as an independent variable overlaps with geographical area, urban setting within it, and correlates with age levels and gender. How these categories affect scores would be the subject of a much-needed analysis of all factors affecting Hispanics and non-Hispanics in the way they respond to similar concepts and levels of skills in COD and other subject areas tested.

TABLE 1

Problematic, Non-Problematic and Above Average Statistics
Correlations of Numbers Compiled at NAEP (Denver)
on November 17, 1978

	Puerto Rican				Mexican		
	P	NP	+	AA-B	P	NP	+
N	36	5	12	3	38	5	3
T	77	6	10	6	64	6	5
S	67	9	14	10	58	9	3
Total	180	20	36	19	160	20	11

	OE BOTH			PR & MEX.	MC BOTH		
	P	NP	+		P	NP	+
N	45	4	5		29	4	10
T	87	4	11		54	4	4
S	87	12	11		38	12	6
Total	219	22	27		121	22	20

--P 337 NP 44 + 47 B 19--

	Puerto Rican				Mexican		
	P	NP	+	OE	P	NP	+
N	20	2	4		25	2	1
T	46	2	9		41	2	2
S	46	6	8		41	6	3
Total	112	10	21		107	10	6

	Puerto Rican				Mexican		
	P	NP	+	OE	P	NP	+
N	16	3	8		13	3	2
T	31	6	1		23	6	3
S	21	3	6		17	3	0
Total	68	12	15		53	12	5

N = Nine
T = Thirteen
S = Seventeen

P = Problematic
NP = Non-Problematic
+ = Above Average

AA-B = Above Average - Both
OE = Open-ended
MC = Multiple Choice

The following cumulative scores illustrate the proportion of problematic items with non-problematic (NP) and above-average (AA) items by item category and by groups.

All Items

OE	MC
95	69

Open-ended		(Single and Joint Groups included)		Multiple choice	
NP	AA			NP	AA
9	32			12	32

Problematic		Total AA + NP (Both Groups)		AA By Ethnic Group	
MA	PR	AA	NP	PR	MA
161	180	20	18	33	11

PROBLEMATIC

Chicano		Puerto Rican	
OE	MC	OE	MC
110	51	110	70

Some of the results gathered from all ages (9, 13, 17) were the following:

- In open-ended items Hispanics found "no problems" in 9 questions, and had above average answers in 32 items.
- In multiple choice items, Hispanics found "no problems" in 12 questions. They had above average answers on 32 items.
- Mexican-Americans had problems with 161 items.
- Puerto Ricans had problems with 180 items.

- "No-problem" items added to 181 items.
- Above-average items added to 20 items.
- Puerto Ricans had above average scores in 33 items.
- Mexican-Americans had above average scores for 11 items.

A significant factor worth observing more closely was the discrepancy in scores for certain items according to ethnic group. In some items Puerto Ricans were above the national average while Chicanos were well below and vice versa. Furthermore, we found that for some items there would be a similar correlation between age groups. For instance, Chicanos would score higher than Puerto Ricans at age 13 in a certain item but the opposite would be true at age 17. As of now we have not been able to account for such differences based on the available data.

Another interesting element is the number of above-national-average scores exhibited by Puerto Ricans although they had problems with more items than Chicanos. Chicanos and Puerto Ricans had more problems with open-ended questions than with multiple choice ones.

(The reason the number of problematic items surpasses the total number of items is that all ages were included and, therefore, a single item can have as many wrong responses as age groups which were given the same question.)

Appendix B

GLOSSARY

NATL %	=	National Percentage (Average)
HI x	=	Hispanics by Region
SE	-	Southeast
W	=	West
C	=	Central
NE	=	Northeast
HI x	=	Hispanics by Sex
M	=	Male
F	=	Female
HISP.	=	Hispanics (All)
HI x		
NC	=	N. Count (number of respondents)
PR	=	Puerto Rican
M	=	Mexican
HI x		
BC	=	Big City
FR	=	Fringe
MC	=	Medium City
SP	=	Smaller than listed above

HISPANIC ESTIMATED STANDARD ERRORS

P Values

n Count	0-20	21-40	41-60	61-80	81-100
25	6.08	10.49	11.96	10.48	6.06
50	4.65	7.17	7.96	7.02	4.35
75	4.17	6.06	6.63	5.87	3.78
100	3.93	5.51	5.96	5.29	3.50
125	3.79	5.18	5.57	4.95	3.33

TYPE EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE 104015(B) IND	I	094/094	85.3	-41.2	1.1	-6.2	0.9	-1.9	0.6	-0.7	20	51	6.1	-2.9	8.4	3.2	-13.2	-9.1	Acceptable Job Would Like In The Future
(B)	I	095/095	80.9	-36.8	-0.5	4.8	-7.5	-5.9	3.1	-1.4	20	51	2.6	-2.7	9.5	-13.3	4.3	-4.7	Sum # What Like About Future Job Choice
(B)	I	096/096	55.6	-55.6	0.3	-2.2	8.5	-3.9	4.5	0.3	20	51	4.2	-1.0	-4.7	-3.9	29.6	-5.1	Sum # What Dislike About Future Job Choice
(B)	I	097/097	49.2	-5.1	-6.5	10.7	-0.8	-10.8	4.8	-3.1	20	51	7.5	-6.5	2.6	-18.9	9.7	0.6	Sum # Skills Needed For Future Job Choice
(B)	I	098/098	44.6	-0.5	4.8	-6.4	6.0	3.9	2.6	3.2	20	51	4.5	2.8	-0.3	19.7	-14.1	-1.2	Gave Job W/Similar Skills As Future Job Choice
OE 200001(A) IND	I	001/001	85.9	14.1	-8.5	-1.1	7.0	2.8	-12.2	-4.7	20	51	0.8	-6.5	0.9	-16.3	14.1	-8.9	Have Ever Tried To Get A Part-Time or Summer Job
(B)	I	074/074	86.3	13.7	4.3	-12.1	-23.0	-3.8	-0.4	-2.1	20	51	-16.5	2.6	-12.9	4.0	13.7	-4.6	Acceptable Most Recent Part-Time Job
(B)	I	075/075	84.1	15.9	-0.8	-18.1	-13.3	-2.3	-7.7	-5.0	20	51	-14.5	-1.9	-16.0	6.2	15.9	-15.6	Worked At Job For Pay At Least 2 Weeks
(B)	I	076/076	64.5	35.5	-2.5	-28.0	-38.6	-0.3	-22.2	-11.2	20	51	-31.6	-4.5	-14.9	-9.1	-9.7	-9.9	At Least 1 Other Paid Job
(B)	I	077/077	42.3	1.7	-2.0	-22.5	1.8	-5.1	-2.9	-4.0	20	48	-2.1	-4.7	-2.7	-16.3	16.3	-3.0	Acceptable Most Recent Volunteer Job
(B)	I	078/078	44.5	-0.4	-4.2	-17.6	6.4	-1.8	-6.5	-4.2	20	48	-0.1	-5.6	1.7	-18.5	14.1	-5.3	Some Definite Amount of Time Volunteer Job
(B)	I	079/079	89.8	-45.7	-7.9	1.6	-1.7	-11.5	-1.3	-6.2	17	50	-2.3	-7.4	-8.0	-13.0	10.2	-5.7	Number Home Chores
Film 305010(B)	I	045/045	92.0	-0.0	1.1	-37.9	8.0	-1.4	-6.5	-3.8	8	55	-35.2	0.7	-4.5	5.2	-45.5	-0.3	Number of Acceptable Best Things Done As Boss
(B)	I	046/046	96.1	-0.0	1.7	3.9	3.9	2.9	1.0	2.0	8	55	3.9	1.7	1.5	3.9	-6.9	3.9	Number of Acceptable Worst Things Done as Boss

EXERCISE	Q-SORT	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x MC	HI x FR	HI x MC	HI x SP	TEXT
OE 101003(B)	N	050/050	92.3	7.7	-6.6	7.7	-3.0	0.6	-0.6	-5.0	26	77	-2.4	-5.8	-4.6	0.6	-11.3	-7.6	Sum # Things Do Well
(B)	N	051/051	87.9	12.1	-1.4	12.1	-16.6	2.6	-11.1	-4.0	26	77	-14.8	-0.6	-18.8	2.1	12.1	3.9	Sum # Things Do Not Do Well
OE 101005(A)	N	001/001	92.7	7.3	-10.1	7.3	-24.5	-8.6	-16.3	-12.3	26	77	-22.5	-9.1	-5.8	-17.2	-1.3	-22.4	ACC UNACC Things Like To Do Better
(B)	N	001/001	60.4	-60.4	-21.0	39.6	-26.7	-22.5	-19.1	-20.9	26	77	-22.5	-20.4	-5.1	-29.5	-40.0	-26.4	How Well & Know How Thing is Done Compared Yr. Age
(B)	N	002/002	40.6	-40.6	-10.6	0.3	-6.2	-4.7	-15.6	-9.9	26	77	-5.0	-11.4	-9.8	-9.9	-13.5	-8.3	Tried To Find Out & How Tried (How To Do Better)
OE 101011(A)	N	001/001	94.1	-94.1	1.4	5.9	-5.7	-3.1	-5.4	-4.2	26	77	-5.0	-4.0	1.9	5.9	-12.3	-17.9	ACC UNACC What Activity You Like To Do Most
	N	004/004	84.0	-84.0	-7.4	-32.1	-0.6	-10.5	-6.4	-8.5	26	77	-2.9	-10.2	-11.4	3.3	6.4	-22.0	ACC/UNACC What Activity You Do Not Like To Do
OE 101013(B)	N	001/001	49.4	-49.4	1.3	17.4	-16.9	-1.6	-5.2	-3.3	26	77	-15.6	0.5	-2.8	18.2	-22.1	-14.2	Have Asked How To Do Something Better & ACC What
MC 102002(A)	N	001/001	96.4	-0.0	-4.9	3.6	0.9	0.6	-8.0	-3.1	24	78	1.4	-4.6	-6.9	3.6	3.6	-2.4	Name Nurses Job From Written Description
(A)	N	002/002	93.8	-0.0	-4.2	6.2	-20.4	-11.7	0.1	-6.7	24	78	-15.0	-3.8	-14.4	6.2	0.7	-3.0	Name Mailman's Job From Written Description
(A)	N	003/003	82.8	-0.0	-0.2	1.0	-6.0	0.5	-3.7	-1.3	24	78	-6.4	0.4	-1.5	5.5	17.2	-10.3	Name Secretary's Job From Written Description
(A)	N	004/004	81.8	-0.0	-11.8	-38.3	-35.7	-15.2	-23.5	-18.7	24	78	-40.0	-11.5	-30.1	-0.0	-2.1	-15.9	Name Service Station Attendant's Job From Description
(A)	N	005/005	84.9	-0.0	-9.6	-17.5	-23.2	0.4	-31.1	-13.0	24	78	-25.6	-8.7	-14.1	-1.6	-24.9	-15.5	Name Newscaster's Job From Written Description

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. SCORE PR	HI x N. C. SCORE H	HI x PR	HI x H	HI x BC	HI x FR	HI x HC	HI x SP	TEXT
MC	102034(B)	N	066/066	75.8	-75.8	-4.7	24.2	-12.4	-16.0	3.2	-7.0	26	76	-7.9	-6.7	5.7	-16.5	-10.3	-15.0	Mailman Number Correct (At Least X & Exactly X)
	(B)	N	067/067	72.4	27.6	-4.3	-5.7	-33.3	-16.7	-2.8	-10.1	26	76	-32.4	-3.1	-6.5	-23.0	6.7	-11.0	Store Clerk Number Correct (At Least X & Exactly X)
	(B)	N	068/068	90.8	9.2	-1.1	9.2	-7.1	-4.2	0.9	-1.8	26	76	-3.9	-1.2	2.5	3.7	-20.6	-4.8	Policeman Number Correct (At Least X & Exactly X)
	(B)	N	069/069	89.0	11.0	5.1	11.0	-5.5	2.7	3.4	3.0	26	76	-2.3	4.7	-0.3	11.0	-0.7	2.2	Teacher Number Correct (At Least X & Exactly X)
OE	200002(B)	N	008/008	96.3	3.7	-8.7	3.7	3.7	-8.1	-2.0	-5.2	26	77	3.7	-8.0	-2.1	3.7	-16.3	-12.1	Number Parts Cmt. 10 (At Least & Exact)
OE	200016(B)	N	024/024	44.4	-0.0	-11.8	-23.1	-16.4	-20.5	-4.9	-13.8	33	73	-17.9	-12.0	-24.9	2.0	-30.1	-5.4	Number of Lessons Train or Courses Out of School
MC	200018(A)	N	001/001	48.3	18.4	6.5	-48.3	-36.5	2.6	-1.8	0.0	19	90	-36.5	6.5	-18.6	13.9	-36.4	8.4	Have Ever Visited a Dairy
	(A)	N	002/002	16.1	17.2	-0.4	-16.1	0.1	4.3	-2.3	0.4	19	90	0.1	0.4	-4.5	12.2	-16.1	0.7	Have Ever Visited a Newspaper plant
	(A)	N	003/003	76.7	-43.4	5.0	23.3	17.9	-1.2	9.0	4.8	19	90	17.9	2.5	8.2	13.2	23.3	0.2	Have Ever Visited a Museum
	(A)	N	004/004	88.3	-21.6	-1.6	11.7	11.7	-5.6	3.2	-0.4	19	90	11.7	-2.6	8.5	11.7	11.7	-9.2	Have Ever Visited a Zoo
	(A)	N	005/005	29.1	37.6	-2.4	-29.1	15.9	-0.7	4.0	2.1	19	90	15.9	-0.4	1.2	41.4	70.9	-9.2	Have Ever Visited a Planetarium or an Observatory
	(A)	N	006/006	53.0	-19.7	-13.0	-53.0	6.5	-16.0	-7.2	-10.8	19	90	6.5	-13.9	-9.3	12.1	-53.0	-16.6	Have Ever Visited an Aquarium
	(A)	N	007/007	59.8	-59.8	-0.9	40.2	6.5	-8.7	2.3	-2.2	19	90	6.5	-3.8	-2.9	11.2	40.2	-6.2	Have Ever Visited a Factory
	(A)	N	008/008	41.2	-41.2	16.2	-41.2	1.5	6.5	13.4	10.6	19	90	1.5	12.2	6.7	-5.3	58.8	16.0	Have Ever Visited a College
	(A)	N	009/009	79.5	-12.9	-13.8	20.5	-28.2	-18.1	-13.9	-15.6	19	90	-28.2	-13.4	-22.4	-36.8	20.5	-6.9	Have Ever Visited a Farm

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
MC	200018(A)	N	010/010	97.2	2.8	-0.4	2.8	2.8	0.3	0.2	0.3	19	90	2.8	-0.2	2.8	2.8	2.8	-2.0	Have Ever Visited a Library
		N	011/011	81.1	-47.8	-0.0	18.9	15.8	-3.6	2.9	0.2	19	90	15.8	-2.5	7.9	18.9	18.9	-9.6	Have Ever Visited an Airport
MC	200018(B)	N	009/009	95.8	-29.1	-0.6	4.2	4.2	-5.3	1.7	-1.2	19	90	4.2	-2.2	4.2	4.2	4.2	-6.0	Have Visited Museum Zoo, Observatory, Aquarium Sum #
	(B)	N	010/010	91.1	-24.4	-1.7	8.9	5.8	-5.4	1.1	-1.6	19	90	5.8	-2.9	1.2	8.9	8.9	-6.2	Visited Newspaper Plant, Factory, Airport Sum #
	(B)	N	011/011	86.1	13.9	-0.2	13.9	-29.3	-5.7	-2.4	-3.8	19	90	-29.3	0.8	-13.6	-8.8	13.9	3.0	Visited a Diary or a Farm Sum #
	(B)	N	012/012	97.7	2.3	2.3	2.3	2.3	2.3	2.3	2.3	19	90	2.3	2.3	2.3	2.3	2.3	2.3	Visited a College or A Library Sum #
MC	200019(B)	N	010/010	95.3	4.7	-2.8	-2.3	-5.3	-1.5	-3.5	-2.6	48	106	-4.6	-2.0	-4.3	1.5	-9.8	1.0	Babysat, Planted, Shopped, Taken Own Temperature
	(B)	N	011/011	90.0	-30.0	3.5	-4.0	-1.9	-7.6	5.0	-0.5	48	106	-3.3	0.4	-3.9	1.0	10.0	-5.9	Baked, Changed Sheet, Cook, Iron, Washed Dish., Wash Window
	(B)	N	012/012	88.1	11.9	-2.1	-8.9	-8.4	-5.3	-0.8	-2.7	48	106	-9.6	-0.5	-6.0	0.2	-6.6	2.1	Number of Creative Activities Parts C,D,G,I,K,L,M
	(B)	N	013/013	88.5	11.5	-12.3	-5.8	-6.6	-13.8	-5.3	-9.0	48	106	-5.8	-10.1	-9.8	-12.8	-10.9	-1.9	# Reference or Writing Experiences Parts H,Q,V,Y,Z
	(B)	N	014/014	91.0	-31.0	-2.2	-11.8	-12.7	-6.2	-7.4	-6.9	48	106	-13.4	-4.8	-4.1	-4.9	-4.3	-15.8	# Maintenance Experiences Parts N,P,R,S
OE	401023(B)	N	006/006	2.6	-2.6	-2.6	-2.6	-2.6	-2.6	-2.6	-2.6	34	110	-2.6	-2.6	-2.6	-2.6	-2.6	-2.6	45 Seconds = 3/4 minutes
	(B)	N	007/007	71.6	-38.3	-26.4	-16.7	-36.2	-30.2	-27.8	-29.0	34	110	-35.7	-27.3	-25.2	1.9	-39.7	-39.6	1 Minute = 60 seconds
OE	401024(B)	N	006/006	12.7	-0.0	-7.4	-12.7	-0.2	-3.4	-10.1	-6.6	29	115	-1.4	-7.9	-7.0	-9.0	-12.7	-2.5	30 Inches = 2-1/2 feet

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	301034(B)	N	007/007	47.2	-0.0	-20.5	-5.2	-29.9	-14.5	-27.3	-20.7	29	115	-25.2	-19.6	-13.8	-22.8	-42.2	-15.1	2Feet = 24 Inches
OE	301035(B)	N	006/006	29.2	-29.2	-17.7	0.1	-16.3	-14.4	-18.3	-16.6	48	106	-10.7	-18.5	-9.2	-18.3	-22.9	-20.6	16 Ounces = 1 pound
	(B)	N	007/007	10.9	-10.9	-5.9	-10.9	-6.9	-3.6	-9.5	-6.9	48	106	-8.3	-6.5	-8.2	-5.2	-6.9	-7.0	1-1/2 Pounds = 24 ounces
OE	302010(B)	N	001/001	39.8	-39.8	-13.2	-39.8	-19.0	-16.7	-14.9	-15.6	19	90	-19.0	-15.0	-18.9	3.2	-39.8	-18.0	Follow City Block Instructions Acceptable
OE	302015(B)	N	003/003	64.3	-0.0	-23.7	-4.6	-44.6	-28.9	-10.8	-21.1	19	56	-17.2	-22.3	-17.7	-21.1	-27.7	-20.7	A Return Name in Correct Place & Form
	(B)	N	004/004	60.8	-0.0	-33.1	-18.0	-41.1	-32.8	-26.9	-30.3	19	56	-23.0	-32.5	-21.2	-31.2	-50.4	-25.1	A Return Address in Correct Place & Form
	(B)	N	005/005	62.2	-0.0	-27.3	-19.3	-42.4	-34.2	-16.9	-26.8	19	56	-24.3	-27.6	-22.5	-32.5	-36.2	-18.5	A Return City & State in Correct Place & Form
	(B)	N	006/006	67.7	-0.0	-31.2	-25.3	-22.1	-34.5	-21.5	-29.0	19	56	-20.0	-31.7	-23.3	-30.8	-41.7	-24.0	A Name in Correct Place and Form on Envelope
	(B)	N	007/007	62.6	-0.0	-31.6	-24.7	-42.9	-35.7	-24.7	-31.0	19	56	-29.8	-31.4	-28.6	-25.8	-44.5	-26.9	An Address in Correct Place & Form on Envelope
	(B)	N	008/008	62.4	-0.0	-23.1	-15.6	-16.8	-24.5	-15.8	-20.8	19	56	-10.2	-23.9	-16.6	-24.9	-26.0	-18.7	A City & State in Correct Place & Form on Envelope
IND	302020(B)	N	021/021	38.8	-38.8	-20.8	-38.8	-10.2	-21.5	-17.8	-19.7	24	76	-12.2	-21.9	-22.5	-5.3	-2.4	-35.4	Found Phone Number Less Than 3Minutes
OE	303008(B)	N	001/001	45.9	-45.9	-22.0	-36.0	-26.7	-28.6	-21.3	-25.1	34	111	-27.4	-24.4	-18.6	-28.4	-22.7	-29.0	Measure the Line Acceptable
MC	304011(A)	N	001/001	30.0	-30.0	-21.3	-30.0	-1.7	-15.6	-19.7	-17.4	37	71	-8.7	-21.9	-18.0	-26.2	-10.4	-15.5	Amount of W ter in Measuring Cup
OE IND	305008(B)	N	001/001	85.9	14.1	-4.2	-19.1	3.1	-10.1	5.3	-2.7	26	77	-1.3	-3.2	-11.4	5.6	-6.7	4.0	Have Helped With Homework

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	305009(B)	N	008/008	88.0	12.0	3.8	12.0	-12.9	-2.7	4.1	0.5	26	77	-9.2	3.6	-3.1	6.7	-7.1	3.8	Knew Way to Help Person Who Speaks No English
MC	401003(A)	N	001/001	5.4	-0.0	-2.6	-5.4	-5.4	-5.4	-0.4	-3.2	20	89	-5.4	-2.7	-5.4	-5.4	-5.4	-0.0	Whose Fault That Mary Did Not Buy Bread That Night
OE	401013(B)	N	026/026	46.5	-46.5	-7.0	53.5	-9.3	-7.8	-4.4	-6.2	26	77	-3.2	-7.1	-0.4	-11.9	-13.9	-5.7	# Acceptable What To To About Unfair Rule
OE IND	403004(A)	N	001/001	83.3	16.7	-3.7	-2.0	3.6	-6.8	4.1	-1.6	26	77	4.4	-3.5	-2.3	5.8	-10.7	-2.8	Two Pieces of Paper Folded Together
	(A)	N	002/002	95.4	4.6	-0.9	-14.0	4.6	-2.7	2.8	-0.0	26	77	4.6	-1.5	-1.8	4.6	-5.8	1.0	Fold in Correct Place
	(A)	N	003/003	86.6	13.4	-8.5	-5.3	7.7	-13.6	5.8	-4.3	26	77	8.1	-8.2	0.9	-8.8	-17.2	-1.7	Stapled in Correct Place
OE	403005(B)	N	001/001	52.6	-32.6	-22.8	-52.6	-41.4	-23.5	-29.5	-26.5	22	105	-41.4	-24.5	-24.0	-10.2	-30.4	-35.3	Ask Teacher or Other Acceptable Only One Assnd. of Job
OE	503011(B)	N	001/001	39.9	-0.0	-15.0	-23.7	-29.3	-11.0	-28.9	-18.6	24	78	-26.4	-15.9	-25.6	-4.4	-39.9	-9.6	I Should Decide About My Future Job
MC	503012(A)	N	003/003	80.7	-20.7	-6.9	19.3	-14.1	-6.9	-8.8	-7.8	23	105	-14.1	-7.0	-17.5	10.6	-7.3	-7.9	Enjoy Learning New Things If Millionaire

T-Sheet 1 of 2

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	101003(B)	T	050/050	97.6	-0.0	-4.3	-9.7	-7.4	-7.8	-3.2	-5.3	25	96	-7.6	-4.8	-7.0	-1.5	-14.7	-0.9	Sum # Things Do Well
	(B)	T	051/051	93.4	-0.0	2.9	-15.6	-5.4	-5.7	4.9	-0.2	25	96	-5.6	1.1	3.4	-1.5	-3.5	2.2	Sum # Things Do Not Do Well
OE	101005(A)	T	001/001	94.7	5.3	-5.9	-19.0	-7.5	-10.6	-4.5	-6.8	9	82	-15.8	-5.9	-7.8	-8.5	-7.9	-3.3	Acceptable/Unacceptable Things Like To Do Better
	(B)	T	001/001	74.7	25.3	-15.5	-24.0	-8.8	-6.2	-19.9	-14.7	9	82	-5.3	-15.6	-9.4	-4.1	-51.4	-10.2	How Well & Know How Thing is Done Compared Yr. Age
	(B)	T	002/002	61.3	-61.3	-18.0	-25.5	4.0	-21.2	-16.5	-18.2	9	82	-11.4	-18.9	-5.6	-33.4	-24.5	-19.5	Tried to Find Out & How Tried (How To Do Better)
OE	101013(B)	T	001/001	76.6	23.4	-12.5	-22.0	-5.7	-6.6	-15.2	-11.9	9	82	-3.4	-12.7	-12.5	-13.6	-7.1	-12.5	Have Asked How To Do Something Better & Acc. What
MC	102002(A)	T	001/001	98.3	1.7	-1.2	1.7	-15.6	-1.6	-2.5	-2.0	20	106	-10.0	-0.8	-3.1	1.7	-5.5	0.4	Name Nurse's Job From Written Description
	(A)	T	002/002	97.0	3.0	-3.1	3.0	-5.7	-1.9	-3.0	-2.4	20	106	-2.9	-2.3	-1.4	3.0	-4.3	-6.5	Name Mailman's Job From Written Description
	(A)	T	003/003	97.6	2.4	-0.1	2.4	-6.2	-2.4	2.4	-0.2	20	106	-3.4	0.3	0.0	2.4	-4.8	2.4	Name Secretary's Job From Written Description
	(A)	T	004/004	96.7	-14.1	-0.1	3.3	-40.5	-8.4	0.4	-4.4	20	106	-36.7	0.3	-6.2	-9.3	3.3	-6.6	Name Service Station Attendant's Job From Description
	(A)	T	005/005	96.1	-13.6	-7.2	3.9	-39.9	-13.4	-5.0	-9.6	20	106	-25.8	-7.2	-8.3	-2.4	-15.3	-11.4	Name Newscaster's Job From Written Description
OE	102011(A)	T	007/008	50.8	49.2	-10.4	36.1	-16.3	-4.4	-13.4	-8.5	13	86	-16.3	-7.9	12.3	-18.2	14.7	-25.8	Name Job Verbal Description Bank Teller
	(A)	T	009/010	65.0	35.0	-18.3	7.1	-16.8	-9.8	-26.2	-17.2	13	86	-16.8	-17.2	2.2	-15.0	-38.0	-20.9	Name Job Verbal Description Locksmith
	(B)	T	002/002	3.3	-3.3	2.9	-3.3	-3.3	2.7	1.6	2.2	13	86	-3.3	2.6	-3.3	0.3	4.5	5.7	Named Machinist Acc.

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	102011(B)	T	003/003	45.0	55.0	-24.2	-20.2	-9.2	-23.5	-20.3	-22.1	13	86	-9.2	-23.0	-14.6	-15.1	-31.6	-26.7	Named Architect Acc.
	(B)	T	004/004	82.7	17.3	0.9	-7.4	-8.8	-1.7	2.3	0.1	13	86	-8.8	0.8	1.1	-0.2	6.1	-3.2	Named Baker Acceptable
MC	102014(A)	T	001/001	85.7	14.3	-5.2	-12.6	-25.8	-20.9	2.8	-7.7	18	74	-30.5	-4.1	-8.8	-6.4	-17.0	-4.7	Which Job Requires Heavy Lifting, Crawling, Bending
	(A)	T	002/002	95.9	4.1	-0.5	4.1	4.1	-0.2	1.0	0.5	18	74	4.1	-0.1	4.1	-1.3	-13.9	4.1	Which Person Spends Most Time Sitting on the Job
	(A)	T	003/003	87.2	12.8	1.2	-25.8	6.3	1.8	-2.3	-0.5	18	74	-3.1	-0.1	-8.8	-4.4	12.8	6.7	Which Person Spends Most Time Working With Numbers
	(A)	T	004/004	84.2	15.8	-16.4	-3.0	-48.2	-32.1	-6.8	-17.9	18	74	-35.9	-15.2	-22.9	-6.8	-44.4	-15.8	Which Job Requires Good Color Vision
	(A)	T	005/005	11.4	-11.4	-5.3	1.6	-1.2	-3.4	-5.1	-4.3	18	74	-3.8	-4.4	-4.3	-6.0	-0.5	-4.0	Which Person Spends Most Time Working with Machine
	(A)	T	006/006	72.4	27.6	-13.4	-18.3	-16.0	-12.8	-14.0	-13.5	18	74	-12.3	-13.7	-29.1	-22.8	3.5	5.2	Which Person Spends Most Time Using Hand Tools
	(A)	T	007/007	76.8	23.2	-14.1	-17.4	-26.0	-21.5	-9.9	-15.0	18	74	-24.6	-13.5	-18.5	1.5	-32.2	-23.5	Who Helps People with Personal and Family Problems
	(A)	T	008/008	86.0	14.0	-7.3	-10.0	-19.3	-10.1	-7.1	-8.4	18	74	-10.9	-8.9	-8.4	5.1	-28.1	-15.9	Which Job Requires Good Eyesight
	(A)	T	009/009	93.7	6.3	1.2	-4.7	-0.5	-2.7	3.1	0.6	18	74	1.2	0.5	0.3	6.3	6.3	-7.4	For Which Job is Fast Work With Fingers Important
MC	102036(A)	T	001/001	36.6	-36.6	-6.6	-13.3	-16.8	-4.7	-16.3	-10.8	31	90	-17.5	-8.7	-21.8	7.4	-6.0	-11.0	Usually Earns the Most Money; Plumber
	(A)	T	002/002	62.0	-28.7	-4.2	-9.6	-6.5	-0.0	-11.8	-6.2	31	90	-6.7	-6.1	-10.8	-13.0	-1.7	-0.3	Usually Earns The Most Money; Chemist

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. SCORE PR	HI x N. C. SCORE M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
MC	102036(A)	T	003/003	38.9	-5.6	-8.9	-9.5	-4.6	-1.0	-14.0	-7.8	31	90	-4.1	-9.0	-5.8	-1.5	-14.1	-9.8	Usually Earns The Most Money; Elec. Engineer
	(A)	T	004/004	50.3	-50.3	-7.9	-1.7	-4.3	-11.7	-4.9	-8.1	31	90	-5.8	-8.8	-8.4	-2.7	-15.6	-6.4	Usually Earns The Most Money; Secretary
	(A)	T	005/005	47.5	-47.5	-15.6	5.9	-10.9	-13.2	-14.2	-13.7	31	90	-10.5	-14.7	-12.2	2.5	-5.2	-28.6	Usually Earns The Most Money; Physician
OE IND	104002(B)	T	008/008	69.9	30.1	-18.1	-9.9	-11.3	2.0	-26.5	-15.8	9	82	-6.1	-16.7	-26.0	-10.9	-16.8	-5.6	Interested in Hobby That Might Be Useful For A Job
	(B)	T	009/009	58.8	41.2	-22.1	-6.5	-0.2	8.0	-33.3	-17.8	9	82	-4.9	-19.9	-13.6	-6.3	-40.0	-20.5	Acceptable Job Activity Might be Useful For
OE IND	104003(A)	T	002/002	88.4	-88.4	-13.5	-35.9	-9.7	-13.3	-19.0	-16.9	9	82	-38.2	-14.9	-15.0	-5.4	-15.8	-29.3	Acceptable/Unacceptable Subject Named
	(A)	T	007/007	76.5	-76.5	-13.6	-24.1	-27.4	-6.1	-23.4	-16.9	9	82	-39.0	-14.9	-10.8	6.4	-13.4	-45.9	Acceptable Job Named That Subject Useful For
OE	104009(B)	T	029/030	58.9	-0.0	-21.9	3.6	-54.1	-15.4	-30.3	-23.4	17	82	-53.5	-19.7	-40.1	-15.1	41.1	-21.1	Sum Number Acceptable
OE	104011(B)	T	019/019	32.4	-32.4	-17.8	0.2	-11.7	-17.9	-15.5	-16.8	14	86	-5.5	-17.7	-11.8	-17.6	-5.6	-24.8	Number Acceptable Ways to Find Out About
OE	104015(B)	T	094/094	82.7	-82.7	-4.4	-17.6	9.0	-9.2	-4.9	-6.5	9	82	-18.0	-5.4	4.3	-8.8	-23.7	-9.7	Acceptable Job Would Like In The Future
	(B)	T	095/095	72.2	-72.2	-5.9	-12.7	1.6	-8.2	-7.2	-7.6	9	82	-14.4	-6.9	-1.3	-2.6	-0.8	-23.8	Sum # What Like About Future Job Choice
	(B)	T	096/096	54.1	-54.1	-26.5	5.4	16.0	-16.8	-24.9	-21.9	9	82	0.9	-24.0	-6.2	-24.0	-40.5	-30.9	Sum # What Dislike About Future Job Choice
	(B)	T	097/097	47.5	-47.5	-20.5	-11.7	-19.3	-8.9	-27.3	-20.4	9	82	-25.9	-19.9	-19.0	-4.1	-43.3	-22.7	Sum # Skills Needed For Future Job Choice
	(B)	T	098/098	39.5	-39.5	-4.4	-29.6	-7.3	1.0	-12.6	-7.5	9	82	-14.9	-6.8	-7.3	13.4	-20.3	-17.6	Gave Job w/Similar Skills As Future Job Choice

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) H	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	200002(B)	T	008/008	98.2	-28.7	1.8	1.8	1.8	-2.6	1.8	-0.4	13	76	1.8	-0.7	1.8	1.8	1.8	-5.1	Number Parts CAT 10 (At Least & Exact)
OE	200016(B)	T	024/024	61.7	-0.0	-9.5	-27.7	-19.1	-18.8	-7.4	-12.8	25	96	-19.8	-11.2	-10.8	-12.0	-26.5	3.6	Number Of Lessons, Training or Courses Out of School
MC	200018(A)	T	001/001	61.4	-61.4	4.2	8.2	-15.9	0.7	1.2	0.9	22	100	-12.5	3.5	-4.7	10.8	-3.3	2.9	Have Ever Visited a Dairy
	(A)	T	002/002	35.1	64.9	-10.6	-9.4	-9.7	-2.8	-17.4	-9.7	22	100	-9.5	-9.7	-16.0	-4.4	2.2	-5.4	Have Ever Visited a Newspaper Plant
	(A)	T	003/003	93.1	6.9	-4.4	6.9	-5.7	-6.7	1.3	-2.9	22	100	-5.8	-2.4	0.6	-1.6	-28.8	-4.9	Have Ever Visited a Museum
	(A)	T	004/004	93.9	6.1	3.9	2.5	-6.5	1.3	2.9	2.0	22	100	-6.6	3.7	5.0	2.4	-29.6	3.5	Have Ever Visited a Zoo
	(A)	T	005/005	58.2	41.8	-25.7	-1.0	-3.0	-17.8	-18.3	-18.0	22	100	-3.2	-20.8	-19.2	-14.5	6.1	-25.2	Have Ever Visited a Planetarium or an Observatory
	(A)	T	006/006	70.2	29.8	-4.0	9.2	-21.5	6.6	-17.5	-4.7	22	100	-21.2	-1.5	-0.7	6.3	-70.2	-8.2	Have Ever Visited an Aquarium
	(A)	T	007/007	76.9	-76.9	1.1	-1.0	-6.9	4.5	-7.5	-1.2	22	100	-7.8	0.1	-10.4	19.7	-33.4	3.4	Have Ever Visited a Factory
	(A)	T	008/008	59.9	40.1	10.2	-23.1	-35.1	-4.0	1.2	-1.5	22	100	-26.0	3.1	-3.6	7.2	-43.4	3.7	Have Ever Visited a College
	(A)	T	009/009	87.6	12.4	-9.7	2.2	-17.7	-6.4	-12.3	-9.2	22	100	-15.7	-7.9	-11.7	-14.7	-23.3	5.0	Have Ever Visited a Farm
	(A)	T	010/010	98.1	1.9	1.0	1.9	1.9	0.7	1.9	1.3	22	100	1.9	1.2	1.9	1.9	1.9	-0.7	Have Ever Visited a Library
	(A)	T	011/011	89.5	10.5	0.1	3.6	-9.4	-1.9	0.3	-0.9	22	100	-9.6	0.8	6.2	-2.9	-46.0	-1.8	Have Ever Visited an Airport

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
MC	200018(B)	T	009/009	99.2	0.8	0.8	0.8	-11.8	-3.0	0.8	-1.2	22	100	-11.9	0.8	0.8	0.8	-34.9	0.8	Have Visited Museum, Zoo, Observatory, Aquarium Sum#
	(B)	T	010/010	97.0	3.0	-0.2	3.0	-16.9	-3.1	-1.7	-2.5	22	100	-17.1	0.3	0.8	3.0	-53.6	-2.0	Visited Newspaper Plant, Factory, Airport Sum #
	(B)	T	011/011	92.8	7.2	-4.8	7.2	-22.9	-6.9	-5.6	-5.9	22	100	-20.8	-3.1	-9.9	-3.2	-28.5	4.6	Visited a Diary or a Farm Sum#
	(B)	T	012/012	99.4	0.6	-0.2	0.6	0.6	-0.5	0.6	0.0	22	100	0.6	-0.1	0.6	0.6	0.6	-2.0	Visited a College or a Library Sum #
MC	200019(B)	T	010/010	99.1	0.9	-0.0	0.9	0.9	-0.3	0.9	-0.3	22	100	0.9	0.1	0.9	0.9	0.9	-1.7	Baby Sat, Planted, Shopped, Taken Own Temperature
	(B)	T	011/011	97.1	2.9	2.0	2.9	2.9	1.7	2.9	2.2	22	100	2.9	2.1	2.9	2.9	2.9	0.2	Baked, Changed Sheet, Cook, Iron, Washed Dish, Wsh Window
	(B)	T	012/012	92.2	7.8	-9.4	-21.8	3.8	-1.9	-16.7	-8.9	22	100	0.8	-10.7	-14.8	-0.7	7.8	-9.6	Number of Creative Activities Parts C,D,G,I,K,L,M,
	(B)	T	013/013	99.2	0.8	-3.9	0.8	-15.6	-8.7	-1.0	-5.1	22	100	-15.7	-3.1	-4.3	-2.8	-34.9	-1.8	#Reference or Writing Experiences Parts H.Q,V,Y,Z
	(B)	T	014/014	98.6	1.4	-2.0	1.4	-2.5	1.4	-4.8	-1.6	22	100	-2.5	-1.4	-4.9	1.4	1.4	1.4	Maintenance Experiences Parts N, P, R, S
MC	200020(A)	T	001/001	58.6	4.4	-0.6	15.6	7.2	14.9	-5.1	2.2	9	81	15.3	1.0	6.0	2.6	-8.2	2.7	Have Ever Tried To Get A Part Time or Summer Job
	(A)	T	010/010	78.0	-78.0	-16.3	9.8	-19.4	-4.1	-27.2	-16.0	9	80	-31.9	-14.4	-12.6	-1.1	-37.0	-20.0	ACC/UNACC Length of Part Time Job Experience
	(B)	T	055/055	81.5	18.5	-19.8	6.2	-22.4	-3.1	-24.5	-16.8	9	80	-12.7	-17.2	-17.7	-27.0	-40.6	5.0	Had Part Time Job on Acceptable List Age 13
	(B)	T	056/056	40.6	-0.0	-14.3	-2.2	-25.8	-3.4	-23.7	-13.9	7	77	-5.2	-14.4	-20.8	-14.8	-18.1	2.6	# Other Part Time Jobs Done For Pay ACC List Age 13
	(B)	T	057/057	62.1	47.9	-2.3	-21.2	-29.4	-2.2	-5.5	-4.3	8	76	-3.3	-4.4	-7.7	11.3	-3.5	-16.7	#Volunteer Part Time Jobs ACC List for Age 13

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
MC	301005(B)	T	004/004	94.6	-12.1	-6.7	5.4	-3.3	-5.0	-6.4	-5.6	21	109	0.2	-6.6	-1.7	-8.5	-6.6	-7.7	Part A Acceptable
	(B)	T	005/005	80.3	-50.1	-19.4	11.9	-18.2	-27.9	-7.1	-18.4	21	109	-12.2	-19.5	-12.3	-7.5	-30.8	-23.0	Part B Acceptable
	(B)	T	006/006	55.2	-0.3	-18.9	-29.5	-17.3	-22.0	-14.2	-18.4	21	109	-24.5	-17.4	-17.6	-14.3	-30.7	-9.3	Part C Acceptable
MC	301010(B)	T	007/007	53.2	46.8	-14.8	4.6	-36.0	-6.3	-25.4	-14.9	13	86	-36.0	-13.3	-4.4	-26.1	-32.1	-6.0	Found Correct Dimensions
	(B)	T	008/008	26.8	73.2	-9.0	6.3	-21.5	-4.6	-12.9	-8.3	13	86	-21.5	-7.3	-1.4	1.2	-26.8	-10.1	Found The Area In The Correct Way
MC	301011(A)	T	001/001	57.1	9.5	-23.2	-25.1	-10.8	-15.0	-27.2	-20.3	17	103	-18.4	-20.5	-17.6	-17.4	-40.7	-15.4	Which One of The Fractions Is Larger Than .75?
OE	301014(B)	T	021/021	42.9	-22.9	-17.0	-15.7	-3.9	-12.9	-19.3	-15.7	13	82	-8.0	-17.1	-16.7	25.2	-42.9	-19.9	Part A Acceptable
	(B)	T	022/022	85.1	-5.1	-24.0	-12.3	3.7	-19.7	-14.9	-17.6	13	82	4.9	-21.6	-11.9	3.9	-13.7	-30.9	Part B Acceptable
	(B)	T	023/023	41.4	-41.4	-27.7	-5.2	-10.7	-19.2	-32.9	-25.2	13	82	-13.9	-27.2	-20.1	1.6	-27.1	-38.0	Part C Acceptable
	(B)	T	024/024	94.8	-14.8	-7.8	-12.9	-5.9	-10.9	-5.6	-8.6	13	82	-4.8	-9.2	-5.6	5.2	-9.1	-15.7	Part D Acceptable
	(B)	T	025/025	81.0	-41.0	-10.8	-8.1	-8.1	-22.4	-1.6	-13.3	13	82	-5.2	-14.7	-13.2	9.2	-23.8	-17.1	Part E Acceptable
	(B)	T	026/026	67.9	-47.9	-16.8	-4.2	5.0	-33.5	6.2	-16.1	13	82	-5.5	-17.9	-16.5	-22.2	-53.7	-18.0	Part F Acceptable
MC	301019(A)	T	001/001	66.6	-33.3	-23.9	-13.0	-27.3	-24.3	-23.7	-24.0	31	90	-26.9	-23.0	-10.9	-4.8	-45.5	-35.9	Size Table For Socks
OE	401032(B)	T	001/001	11.4	-0.0	-5.1	-1.9	-11.4	-1.6	-9.1	-5.5	17	83	-11.4	-4.8	-2.8	-1.9	-11.4	-11.4	Finance Charge Acceptable

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	302005(B)	T	001/001	83.0	17.0	-6.8	-8.9	6.8	-19.3	5.9	-5.2	18	74	-1.7	-5.8	-17.5	2.5	17.0	10.0	Order Blank Date Acceptable
	(B)	T	002/002	99.2	0.8	-1.0	-12.3	0.8	-2.4	-1.3	-1.8	18	74	0.8	-2.2	0.8	0.8	-23.4	0.8	Order Blank Name Acceptable
	(B)	T	003/003	95.8	4.2	-7.4	-0.5	-2.3	-2.7	-8.8	-6.1	18	74	-3.7	-6.5	0.4	-4.7	-13.8	-10.9	Order Blank Address Acceptable
	(B)	T	004/004	57.3	42.7	-16.7	-23.9	-14.5	-21.1	-12.3	-16.2	18	74	-22.2	-15.3	-16.8	-14.0	-21.3	-16.2	Order Blank Expense Account Diary Acceptable
	(B)	T	005/005	56.1	43.9	-22.2	-22.7	-9.9	-20.7	-19.5	-20.0	18	74	-18.5	-20.3	-14.4	-23.6	-38.1	-15.0	Order Blank Personal Tax Record Acceptable
	(B)	T	006/006	55.1	44.9	-23.2	-29.2	-19.1	-24.4	-20.6	-22.3	18	74	-21.3	-22.4	-17.2	-20.0	-23.8	-28.9	Order Blank Adjustable Dispenser Acceptable
	(B)	T	007/007	66.1	33.9	-24.5	-12.4	-15.3	-32.8	-12.9	-21.7	18	74	-17.7	-22.3	-9.6	-38.2	-21.5	-15.2	Order Blank Added Order Amount Correctly
	(B)	T	008/008	51.2	48.8	-16.6	-13.1	-5.0	-17.1	-11.8	-14.1	18	74	-16.6	-13.7	-13.3	-21.1	-33.2	-0.3	Order Blank Used Shipping Charge Table Correctly
	(B)	T	009/009	62.0	38.0	-18.0	-24.6	-9.3	-28.1	-8.1	-16.9	18	74	-15.7	-17.1	-13.2	-24.1	-30.7	-7.6	Order Blank Total Amount Enclosed Added Correctly
OE	302010(B)	T	001/001	81.9	18.1	-14.5	-14.8	-10.6	-8.8	-16.4	-12.1	17	103	-14.1	-11.9	-24.6	1.2	-6.5	-2.5	Follow City Block Instructions Acceptable
OE	302015(B)	T	003/003	93.6	6.4	-4.7	2.2	-14.9	-5.4	-1.9	-3.9	17	103	-12.1	-3.0	-5.0	-9.2	-1.5	2.0	A Return Name In Correct Place & Form
	(B)	T	004/004	92.3	7.7	-7.5	3.5	-10.1	-8.5	-0.9	-5.2	17	103	-7.8	-4.9	-5.8	-11.7	-0.1	-0.7	A Return Address In Correct Place & Form
	(B)	T	005/005	92.3	7.7	-6.5	-1.6	-31.2	-11.0	-2.0	-7.1	17	103	-33.3	-4.0	-13.8	-7.8	-0.1	3.4	A Return City & State In Correct Place and Form
	(B)	T	006/006	94.6	5.4	-4.1	-4.0	-23.0	-7.9	-1.6	-5.2	17	103	-26.6	-2.7	-9.2	-2.4	-2.5	-1.1	A Name In Correct Place & Form on Envelope

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	402015(B)	T	007/007	93.2	6.8	-3.3	-6.7	-10.5	-7.6	1.2	-3.8	17	103	-15.5	-2.4	-6.9	-0.3	-1.0	-1.7	An Address In Correct Place and Form on Envelope
	(B)	T	008/008	92.5	7.5	-5.6	-11.2	-20.5	-11.5	-1.1	-6.9	17	103	-31.4	-4.1	-14.3	-3.5	-0.4	1.0	A City & State In Correct Place and Form on Envelope
IND	402020(B)	T	021/021	70.6	29.4	-0.3	-27.9	-23.9	-6.9	-1.2	-3.3	8	79	0.2	-3.6	-18.3	-6.1	20.7	4.3	Found Phone Number Less Than 3 Minutes
OE	404008(B)	T	001/001	71.4	-28.9	-10.3	7.3	-34.2	-12.5	-11.1	-11.8	21	108	-21.5	-10.2	-6.2	-23.6	-7.5	-14.6	Measure The Line Acceptable
MC	404011(A)	T	001/001	76.4	-43.0	-22.9	-17.8	-25.5	-19.0	-28.0	-23.8	31	90	-25.5	-23.2	-16.0	-9.2	-43.1	-28.8	Amount of Water in Measuring Cup
IND	404012(A)	T	003/004	52.4	-52.4	-10.6	1.9	-36.8	9.3	-25.3	-12.3	9	82	-29.1	-10.8	-6.6	13.5	-25.7	-33.5	Three-Dimensionality of Drawn Objects
	(B)	T	007/007	72.8	27.2	-14.7	-1.0	5.1	-11.2	-11.4	-11.3	9	82	20.3	-14.2	-4.5	-7.0	38.5	-8.9	Position of Objects Acceptable
	(B)	T	008/008	18.3	-18.3	-9.6	-18.3	-10.1	-5.2	-13.8	-10.6	9	82	-12.0	-10.4	-12.3	1.8	-18.3	-14.0	Relative Size Acceptable
OE IND	405008(B)	T	001/001	93.3	-93.3	-5.1	-3.2	6.7	-5.1	-7.1	-6.3	9	82	-22.3	-4.9	-4.4	0.1	-19.6	-6.8	Have Helped With Homework
OE	405009(B)	T	008/008	89.5	10.5	-2.3	-1.7	10.5	-1.5	-0.9	-1.1	9	82	10.5	-2.2	5.5	-4.3	12.0	-1.5	Knew Way To Help Person Who Speaks No English
Film	405010(B)	T	045/045	84.5	-0.0	-3.4	3.4	-16.1	-0.5	-7.6	-4.2	22	66	-27.2	-0.1	-13.1	-1.8	1.2	7.2	Number of Acceptable Best Things Done as Boss
	(B)	T	046/046	90.5	-0.0	-0.7	-0.5	0.5	-4.5	3.1	-0.5	22	66	-9.3	1.0	3.0	0.1	-4.8	-7.0	Number of Acceptable Worst Things Done as Boss
MC	401003(A)	T	001/001	22.7	-22.7	-6.5	-2.0	1.4	-1.6	-13.3	-6.7	13	82	-4.0	-7.2	-1.2	-9.8	-22.7	-9.0	Whose Fault That Mary Did Not Buy Bread That Night
OE	401009(B)	T	004/004	76.9	-43.6	-18.7	-11.0	-42.2	-6.5	-40.3	-24.3	31	90	-40.0	-19.4	-28.1	12.3	-42.4	-28.9	Part B Acceptable

T=Sheet 2 of 2

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	401013(B)	T	026/026	73.8	26.2	-17.5	-23.4	-11.5	-11.3	-19.6	-16.5	9	82	14.2	-19.4	-15.7	-11.0	-50.1	-3.5	#Acceptable What To Do About Unfair Rule
OE IND	404004(A)	T	001/001	92.4	7.6	5.3	7.6	7.6	7.6	4.6	5.7	9	82	7.6	5.5	3.1	7.6	7.6	6.7	Two Pieces of Paper Folded Together
	(A)	T	002/002	98.2	1.8	1.8	1.8	1.8	1.8	1.8	1.8	9	82	1.8	1.8	1.8	1.8	1.8	1.8	Fold in Correct Place
	(A)	T	003/003	95.3	4.7	-2.3	4.7	4.7	-1.0	-1.2	-1.1	9	82	4.7	-1.7	-2.9	-0.1	-5.1	2.5	Stapled in Correct Place
OE	404005(B)	T	001/001	87.8	-87.8	-2.3	12.2	-11.9	-4.4	-2.2	-3.4	14	86	-10.0	-2.9	-7.9	-11.5	6.7	-0.1	Ask Teacher or Other Acceptable Only One Assnd Job
OE	501009(B)	T	033/033	71.9	-6.9	2.3	-17.4	-22.4	-5.2	0.7	-2.5	21	106	-26.1	1.4	-9.6	11.3	4.1	-12.7	Summary Value Selective Report A
OE	503011(B)	T	001/001	76.8	-0.0	-0.2	-2.7	-23.0	-1.7	-4.6	-3.2	17	83	-28.6	-0.1	-12.0	-1.1	-8.0	10.8	I should Decide About My Future Job
MC	503012(A)	T	003/003	86.8	13.2	1.6	-15.7	-4.7	-3.8	0.6	-1.7	22	100	-4.9	-1.1	2.4	-1.1	-22.5	-5.5	Enjoy Learning New Things If Millionaire
OE	504005(B)	T	016/016	31.1	-0.6	-6.3	-6.7	-21.0	-3.0	-12.0	-7.4	13	76	-31.1	-4.7	0.2	-13.9	-31.1	-4.8	Yes & At Least 2 Acceptable Respns Child Labor Law

S-Sheet 1 of 2

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x				H x (sex)		HISP	HI x N. C.		HI x SCORE		HI x				TEXT
					SE	W	C	NE	M	F	(all)	PR	M	PR	M	BC	FR	MC	SP	
OE	101002(B)	S	016/016	71.6	-27.5	-4.0	-0.6	12.3	-5.3	2.5	-1.4	20	51	13.6	-6.4	-3.1	4.7	-14.8	1.4	Talked To An Older & Aware Acceptable Person
OE	101005(A)	S	001/001	95.7	4.3	3.4	4.3	-14.1	0.5	1.2	0.8	20	51	-7.1	3.5	1.3	4.3	4.3	-5.4	Acceptable/Unacceptable Things Like To Do Better
	(B)	S	001/001	80.9	-36.8	-13.3	8.4	-29.3	-22.2	-3.6	-12.9	20	51	-13.3	-12.8	-10.9	-26.1	19.1	-18.4	How Well & Know How Thing is Done Compared Yr. Age
	(B)	S	002/002	63.8	-19.7	-7.7	-6.4	-57.1	-12.1	-18.5	-15.3	20	51	-30.5	-10.3	-13.8	-14.3	-37.5	-6.0	Tried To Find Out & How Tried (How To Do Better)
OE	101016(A)	S	001/001	41.6	-41.6	-6.5	-28.5	-18.7	-2.8	-21.5	-12.2	20	51	-27.4	-7.1	-12.5	-3.2	-15.0	-20.1	Have Ever Taken An Aptitude Test
	(B)	S	001/001	16.3	-16.3	-13.5	-9.8	-16.3	-11.9	-14.9	-13.4	20	51	-16.3	-12.4	-13.2	-12.0	-16.3	-13.6	Discussed Test Results W/ACC Person Who'd Advise
OE	102011(A)	S	007/008	79.1	-0.0	-18.4	-26.4	-21.5	-19.4	-21.4	-20.7	19	56	-28.6	-17.4	-7.5	-17.9	-61.0	-21.7	Name Job, Verbal Description; Bank Teller
	(A)	S	009/010	86.7	-0.0	-14.7	-30.4	-46.8	-26.1	-22.2	-23.6	19	56	-27.8	-21.9	-6.5	-20.6	-36.3	-40.9	Name Job Verbal Description, Locksmith
	(B)	S	002/002	19.2	-0.0	-12.1	7.1	-19.2	0.7	-15.3	-9.3	19	56	-2.9	-11.9	-4.2	-3.8	-19.2	-16.3	Named Machinist Acceptable
	(B)	S	003/003	67.6	-0.0	-17.1	-12.5	-49.8	-32.6	-15.3	-21.8	19	56	-29.9	-18.5	-16.7	-48.8	-10.7	-15.4	Named Architect Acceptable
	(B)	S	004/004	91.3	-0.0	-0.2	-1.2	1.6	-3.4	1.9	-0.1	19	56	4.5	-2.0	4.8	4.7	-9.4	-6.6	Named Baker Acceptable
MC	102013(A)	S	001/001	90.3	9.7	-1.9	-24.4	-10.9	-5.6	-4.0	-4.8	9	55	-22.6	-1.0	1.9	-40.3	-6.9	-10.5	Which Job Requires Heavy Lifting, Crawling, Bending
	(A)	S	002/003	97.6	2.4	2.4	2.4	2.4	2.4	2.4	2.4	9	55	2.4	2.4	2.4	2.4	2.4	2.4	Which Person Spends Most Time Sitting On The Job
	(A)	S	003/003	96.9	3.1	3.1	3.1	3.1	3.1	3.1	3.1	9	55	3.1	3.1	3.1	3.1	3.1	3.1	Which Person Spends Most Time Working With Numbers
	(A)	S	004/004	93.0	7.0	-2.8	7.0	-18.3	-6.3	-2.2	-4.3	9	55	-14.6	-2.1	-6.1	7.0	7.0	-8.3	Which Job Requires Good Color Vision

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x				H x (sex)		HISP	HI x N. C.		HI x SCORE		HI x				TEXT
					SE	W	C	NE	M	F	(all)	PR	M	PR	M	BC	FR	MC	SP	
MC	102013(A)	S	005/005	17.7	-17.7	-4.4	-17.7	-1.0	-7.5	-2.6	-5.1	9	55	-3.5	-5.4	-11.9	-17.7	3.6	2.2	Which Person Spends Most Time Working With Machine
	(A)	S	006/006	73.7	26.3	0.1	-7.8	-8.4	-10.0	7.3	-1.4	9	55	-18.0	2.1	-6.4	-23.7	18.0	-1.6	Which Person Spends Most Time Using Hand Tools
	(A)	S	007/007	92.7	7.3	-3.7	7.3	28.7	-15.7	2.9	-6.5	9	55	-23.4	-2.9	-17.4	7.3	7.3	7.3	Who Helps People With Personal and Family Problems
	(A)	S	008/008	94.6	5.4	-0.8	5.4	32.6	-8.7	-1.2	-5.0	9	55	-27.0	-0.3	-11.6	5.4	-2.9	3.1	Which Job Requires Good Eyesight
	(A)	S	009/009	96.3	3.7	-0.7	3.7	3.7	3.7	-3.1	0.3	9	55	3.7	-0.4	-1.7	3.7	3.7	1.4	For Which Job Is Fast Work With Fingers Important
MC	102018(A)	S	001/001	64.3	-0.0	-22.8	-20.8	32.9	-26.8	-20.9	-23.9	12	51	-40.8	-20.0	-24.6	-23.1	34.3	13.4	Which Job Requires Longst. Training; Plumber
	(A)	S	002/002	81.3	-0.0	-6.0	-21.1	-4.6	-6.0	-10.2	-8.1	12	51	1.3	-10.3	-5.3	-9.0	-8.6	12.0	Which Job Requires Longst. Training; Lawyer
	(A)	S	003/003	59.2	-0.0	-19.2	-45.6	-50.4	-31.8	-23.3	-27.6	12	51	-52.7	-21.9	-39.2	-12.9	-27.1	-16.1	Which Job Requires Longst. Training; Reg. Nurse
	(A)	S	004/004	23.6	-0.0	-19.0	-23.6	0.5	-19.0	-15.0	-17.0	12	51	-5.6	-19.6	-15.4	-23.6	-14.7	-18.3	Which Job Requires Longst. Training; Tool Designer
	(A)	S	005/005	46.5	-0.0	6.7	13.2	25.3	-4.2	24.8	10.3	12	51	32.5	5.2	15.8	16.1	-5.4	29.7	Which Job Requires Longst. Training; Civil Engineer
MC	102023(B)	S	034/034	91.8	-0.0	3.8	-20.3	-52.6	0.6	-6.0	-2.6	7	53	-46.1	1.9	-5.2	-0.1	-8.5	2.1	Sum Number Acceptable Part A
	(B)	S	035/035	92.2	-0.0	1.6	-20.8	-27.0	-3.0	-1.7	-2.4	7	53	-23.3	-0.2	-10.1	7.8	7.8	-7.6	Sum Number Acceptable Part B
MC	102036(A)	S	001/001	66.9	-0.0	4.0	33.1	-11.2	7.2	-1.5	3.8	5	67	3.5	3.8	7.7	8.7	12.8	-19.6	Usually Earns The Most Money; Plumber
	(A)	S	002/002	78.3	-0.0	2.2	21.7	-19.6	7.4	-8.6	1.1	5	67	21.7	-0.5	4.3	-0.3	12.9	-13.9	Usually Earns The Most Money; Chemist

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
MC	102046(A)	S	003/003	45.1	-0.0	1.3	-45.1	-10.3	-0.5	-2.6	-1.3	5	67	-29.9	0.9	9.9	2.4	-15.1	-8.5	Usually Earns The Most Money; Elec. Engineer
	(A)	S	004/004	69.6	-0.0	0.6	30.4	-12.7	-1.9	4.3	0.5	5	67	2.3	0.4	1.1	-3.5	0.7	5.9	Usually Earns The Most Money; Secretary
	(A)	S	005/005	63.1	-0.0	-10.7	-1.1	17.6	-3.9	-14.3	-8.0	5	67	36.9	-11.4	-7.1	10.3	-40.1	-4.3	Usually Earns The Most Money; Physician
OE IND	103002(B)	S	008/008	61.9	-17.9	5.8	10.2	17.5	21.1	-5.4	7.9	20	51	12.7	6.3	5.3	11.1	11.7	5.3	Interested in Hobby That Might Be Useful For A Job
	(B)	S	009/009	56.8	-12.7	5.3	-4.4	15.8	17.0	-6.6	5.2	20	51	5.9	5.0	-6.2	11.9	16.8	5.4	Acceptable Job Activity Might Be Useful for
OE IND	104003(A)	S	002/002	91.8	8.2	0.5	0.0	-17.7	-10.1	5.6	-2.3	20	51	-12.6	1.2	-2.2	8.2	-4.8	-12.6	Acceptable Unacceptable Subject Named
	(B)	S	007/007	81.1	18.9	5.5	-2.0	-44.4	-7.4	1.3	-3.1	20	51	-32.6	6.7	-10.7	18.9	-24.6	-6.4	Acceptable Job Named That Subject Useful For
OE	104009(B)	S	029/030	84.9	-0.0	-14.7	-2.5	-61.7	-18.1	-11.2	-14.2	17	49	-23.9	-12.0	-15.9	-20.3	15.1	-19.4	Sum Number Acceptable
OE	104011(B)	S	019/019	56.4	-0.0	-24.1	-42.1	-56.4	-25.0	-31.2	-28.0	7	53	-45.7	-26.2	-33.0	-32.8	-23.1	-18.0	Number Acceptable Ways to Find Out About
OE	200002(B)	S	008/008	97.8	-0.0	-16.6	-12.1	-17.2	-30.9	-0.8	-16.3	7	53	-15.1	-16.5	-14.0	-40.7	2.2	-3.9	Number Parts Cat. 10 (At Least & Exact.)
OE	200016(B)	S	024/024	60.9	-60.9	1.8	21.6	-6.2	-5.1	14.8	1.8	15	68	-17.7	5.4	4.9	15.6	-11.2	-7.9	Number of Lessons Training or Courses Out of Schl.
MC	301005(B)	S	004/004	97.4	2.6	-2.1	2.6	-10.1	-1.1	-4.6	-2.9	9	55	-8.2	-1.7	-4.6	2.6	2.6	-3.5	Part A Acceptable
	(B)	S	005/005	89.0	11.0	-1.5	11.0	-1.7	5.2	-6.3	-0.5	9	55	0.2	-0.6	2.3	11.0	2.6	-7.5	Part B Acceptable
	(B)	S	006/006	55.1	-55.1	0.2	-19.7	-29.8	-5.0	-7.8	-6.4	9	55	-33.5	-0.7	2.1	-55.1	28.3	-32.2	Part C Acceptable
MC	401010(B)	S	007/007	84.0	-84.0	-3.3	-18.0	-26.3	-4.1	-14.8	-7.8	15	68	-21.9	-5.2	-11.4	-10.1	-11.2	1.0	Found Correct Dimension

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
MC	401010(B)	S	008/008	49.2	-49.2	-13.7	-16.2	-32.2	-24.5	-1.2	-16.4	15	68	-35.8	-12.8	-33.0	-5.0	-29.2	0.2	Found The Area In The Correct Way
MC	401011(A)	S	001/001	79.1	-0.0	-8.2	-36.7	-62.0	-9.4	-37.1	-22.6	11	41	-61.0	-9.6	-26.4	20.9	-64.4	-16.8	Which One of The Fractions Is Larger Than .75?
OE	401014(B)	S	021/021	71.0	-0.0	-40.4	-14.9	-20.7	-32.4	-27.8	-30.6	13	40	-22.9	-32.8	-27.8	-28.4	-50.0	-17.3	Part A, Acceptable
	(B)	S	022/022	94.7	-0.0	-4.7	-2.5	-9.2	-7.3	-1.4	-5.0	13	40	-6.0	-4.6	-9.2	5.3	-11.7	2.4	Part B, Acceptable
	(B)	S	023/023	75.3	-0.0	-23.5	16.9	-36.2	-16.5	-14.6	-15.8	13	40	-23.0	-13.6	-1.5	1.7	-45.2	-19.4	Part C, Acceptable
	(B)	S	024/024	98.3	-0.0	-3.4	1.7	-12.7	-7.4	1.7	-3.8	13	40	-9.6	-2.1	-12.8	1.7	1.7	1.7	Part D, Acceptable
	(B)	S	025/025	90.1	-0.0	-19.3	5.9	-4.5	-9.8	-11.3	-10.4	13	40	-5.7	-11.8	-17.1	9.9	-11.3	-10.5	Part E, Acceptable
	(B)	S	026/026	84.9	-0.0	-27.7	3.0	0.6	-11.9	-19.8	-15.0	13	40	-9.3	-16.7	-17.1	-7.9	-34.2	2.8	Part F, Acceptable
MC	401019(A)	S	001/001	87.2	-0.0	-10.5	-15.8	-37.5	-23.2	-2.4	-13.1	7	53	-32.1	-11.1	-13.2	-30.1	-3.9	0.5	Size Table For Socks
OE	401032(B)	S	001/001	50.1	-0.0	-5.3	-13.7	-26.8	-17.2	-0.4	-10.2	22	47	-29.1	-2.5	-17.5	-23.8	-9.6	30.9	Finance Charge Acceptable
OE	402005(B)	S	001/001	92.7	7.3	-1.6	-23.1	-5.3	-1.6	-5.7	-3.6	9	55	-3.5	-3.7	-12.0	-42.7	7.3	7.3	Order Blank Date Acceptable
	(B)	S	002/002	99.1	0.9	0.9	0.9	0.9	0.9	0.9	0.9	9	55	0.9	0.9	0.9	0.9	0.9	0.9	Order Blank Name Acceptable
	(B)	S	003/003	98.2	1.8	-1.0	1.8	-18.7	-4.2	-2.5	-3.4	9	55	-15.7	-0.8	-6.8	1.8	1.8	1.3	Order Blank Address Acceptable
	(B)	S	004/004	82.1	-82.1	-7.9	-12.6	-32.8	-26.8	1.4	-12.8	9	55	-25.3	-10.2	-31.8	17.9	9.6	1.9	Order Blank Expenses Account Diary Acceptable
	(B)	S	005/005	82.3	17.7	-12.9	17.7	-33.0	-20.8	-5.6	-13.3	9	55	-25.5	-10.7	-30.6	17.7	-3.6	5.4	Order Blank Personal Tax Record Acceptable

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	302005(B)	S	006/006	82.0	18.0	-17.7	18.0	-32.6	-24.3	-9.2	-16.8	9	55	-25.2	-15.0	-30.3	18.0	-3.2	-6.5	Order Blank Adjustable Dispenser Acceptable
	(B)	S	007/007	85.0	15.0	-6.3	-49.5	-30.9	-19.6	-6.1	-12.9	9	55	-38.8	-7.5	-16.3	-35.0	-1.6	-11.4	Order Blank Added Order Amount Correctly
	(B)	S	008/008	79.2	20.8	-10.6	-13.3	-37.8	-33.7	5.1	-14.5	9	55	-43.9	-8.2	-24.2	-29.2	12.5	-11.8	Order Blank Used Shipping Charge Table Correctly
	(B)	S	009/009	86.6	13.4	-8.4	-20.7	-37.1	-28.1	1.7	-13.4	9	55	-44.5	-6.8	-22.2	-36.8	5.1	-7.0	Order Blank Total Amount Enclosed Added Correctly
OE	302010(B)	S	001/001	90.1	-0.0	-16.4	-27.7	2.8	-6.5	-20.9	-15.5	19	56	-7.8	-18.7	-18.6	-10.0	-48.2	-3.9	Follow City Block Instructions Acceptable
MC	302017(A)	S	001/001	77.5	-0.0	-5.3	-15.6	-11.6	-9.0	-1.9	-6.2	5	67	8.1	-7.3	-11.1	-3.5	-20.3	11.5	Have Participated In Discussion With Organized Grp.
	(A)	S	002/002	41.2	-0.0	-4.2	20.8	-31.2	10.7	-30.5	-5.6	5	67	1.1	-6.1	-16.2	6.5	-11.4	-3.7	Have Led Discussion with Organized Grp.
	(A)	S	003/003	58.4	-0.0	-17.0	41.6	6.8	-11.3	-15.5	-13.0	5	67	26.4	-15.9	-6.3	-19.3	-15.2	-9.6	Have Given Speech or Report To Organized Group
IND	302020(B)	S	021/021	87.8	12.2	-19.6	-11.2	-0.5	-20.3	-9.5	-14.9	20	51	-9.4	-16.8	-19.0	-25.5	-0.9	-6.0	Found Phone Number in Less Than 3 Minutes
OE	303008(B)	S	001/001	82.4	17.6	-0.9	-12.8	-18.3	4.1	-12.5	-4.1	9	55	-13.0	-2.3	-11.3	-32.4	-3.6	9.3	Measure The Line Acceptable
MC	303011(A)	S	001/001	92.9	-0.0	-2.8	7.1	-26.2	-8.9	-5.7	-7.4	13	60	-28.4	-1.2	-23.8	7.1	-0.4	0.3	Amount of Water In Measuring Cup
IND	303012(A)	S	003/004	62.2	-18.1	8.5	-13.4	7.2	16.4	-7.2	4.6	20	51	-3.9	7.5	-18.0	26.3	24.5	-2.7	Three-Dimensionality of Drawn Objects
	(B)	S	007/007	77.7	22.3	1.4	-9.4	8.7	1.3	1.2	1.3	20	51	-1.1	2.1	-12.3	3.2	9.0	11.5	Position of Objects Acceptable
	(B)	S	008/008	21.4	22.7	2.8	1.5	-14.3	7.3	-6.8	0.3	20	51	-9.2	3.4	-9.5	-1.8	34.8	-4.5	Relative Size Acceptable

TYPE EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N.C. PR	HI x N.C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE 304001(B)	S	007/007	66.0	-0.0	-21.6	-66.0	-24.5	-25.9	-24.0	-24.9	7	53	-28.9	-24.5	-33.7	-17.0	-49.4	-5.6	Liberalized Marriage Policy Airline Stewardesses
(B)	S	008/008	8.5	-0.0	-5.6	-8.5	-8.5	-5.3	-6.8	-6.0	7	53	-8.5	-5.7	-6.2	-2.1	-8.5	-8.5	Liberalized Sex Policy Airline Stewardesses
(B)	S	009/009	48.9	-0.0	-8.4	-34.6	4.3	-6.0	-12.5	-9.2	7	53	-1.4	-10.0	-20.2	-5.2	-32.3	17.3	Liberalized Age Policy Airline Stewardesses
OE IND 305008(B)	S	001/001	88.8	11.2	4.8	-5.6	-2.3	4.5	0.0	2.3	20	51	-7.1	5.4	-7.2	4.0	11.2	6.9	Have Helped With Homework
OE 305009(B)	S	008/008	92.9	7.1	3.9	7.1	0.3	4.4	3.3	3.9	20	51	2.9	4.2	1.0	7.1	7.1	2.1	Knew Way to Help Person Who Speaks No English
OE 306009(A)	S	006/006	79.9	20.1	-2.7	-23.5	5.4	-20.6	7.5	-6.8	14	49	-19.6	-4.4	-10.6	-10.2	-22.1	13.5	Job Application - Job Correctly
(A)	S	010/010	9.4	-9.4	2.4	-3.8	-2.1	-7.6	8.8	0.5	14	49	1.9	0.2	-5.0	-2.2	-9.4	19.1	Job Application - References Correctly
(A)	S	012/012	16.0	-16.0	5.1	5.2	-16.0	-7.5	15.0	3.6	14	49	-7.6	5.6	-8.6	-16.0	30.0	23.5	Job Application - Interview Correctly
(A)	S	014/014	36.8	-36.8	-9.8	-12.8	2.0	-15.9	-4.3	-10.2	14	49	-11.3	-10.0	-4.7	-18.6	-26.4	-0.4	Job Application - Contact Correctly
(A)	S	018/018	21.2	-21.2	-8.0	-2.7	17.7	-8.5	-2.3	-5.4	14	49	-4.2	-5.7	-8.3	-3.0	-10.7	0.8	Job Application - Return Address Correctly
(A)	S	020/020	33.5	66.5	-1.5	10.1	34.7	-14.3	23.7	4.4	14	49	20.2	1.5	3.6	-0.9	-11.1	21.3	Job Application - Date Correctly
(A)	S	022/022	34.5	-34.5	-13.9	-11.3	4.3	-11.6	-13.4	-12.5	14	49	-9.0	-13.1	-9.0	-9.1	-34.5	-6.0	Job Application - Inside Address Correctly
(A)	S	024/024	94.0	6.0	-5.4	0.4	6.0	-9.6	3.5	-3.2	14	49	-2.5	-3.3	-7.6	-9.8	6.0	3.9	Job Application - Greeting Correctly
(B)	S	001/001	93.6	6.4	2.1	-7.5	6.4	-4.9	5.4	0.1	14	49	6.4	-1.0	4.0	-0.9	-13.6	4.2	Qualifications Indicated Acceptable

TYPE	EXERCISE	GROUP	ITEM #	NATL %	HI x SE	HI x W	HI x C	HI x NE	H x (sex) M	H x (sex) F	HISP (all)	HI x N. C. PR	HI x N. C. M	HI x SCORE PR	HI x SCORE M	HI x BC	HI x FR	HI x MC	HI x SP	TEXT
OE	306009(B)	S	002/002	81.3	18.7	-9.6	11.5	-20.4	-21.1	11.8	-4.9	14	49	-3.6	-6.5	-2.5	-19.7	-3.5	3.4	Closing and Signature Done Correctly
OE	401009(B)	S	004/004	88.7	-0.0	-14.6	-9.6	-38.2	-25.8	-2.5	-16.0	22	47	-25.7	-12.0	-17.2	-15.1	-34.7	11.3	Part B Acceptable
OE	401013(B)	S	026/026	86.6	-86.6	-11.5	-3.1	-25.8	-17.0	-6.0	-13.2	15	68	-22.0	-11.5	-16.0	-2.9	-6.0	-24.7	# Acceptable What To Do About Unfair Rule
MC	403010(A)	S	001/001	78.9	-0.0	-24.9	-23.7	-54.1	-30.9	-29.0	-29.7	19	56	-50.6	-21.0	-42.9	-18.6	-29.4	-26.1	Meeting To Discuss Making and Delivering Boats
OE	501009(B)	S	033/033	82.8	-0.0	3.4	4.5	-44.7	5.9	-16.6	-4.8	11	41	-25.4	2.2	7.3	17.2	-43.1	-8.1	Summary Value Selective Report A
OE	501011(B)	S	003/003	38.9	-0.0	-8.1	-38.9	-38.9	-22.3	4.6	-11.7	5	67	-38.9	-9.6	-12.0	-18.9	-18.6	7.7	Yes To Part A&1* Part B
	(B)	S	010/010	42.4	-0.0	-5.6	-42.4	-42.4	-25.8	14.4	-9.9	5	67	-42.4	-7.4	-5.9	-16.7	-22.1	8.6	Part B Acceptable
OE	503011(B)	S	001/001	90.7	-0.0	-17.3	-12.7	-18.4	-13.9	-19.2	-16.1	22	47	-19.9	-14.6	-24.0	-13.7	-2.2	5.2	I Should Decide About My Future Job
OE	504005(B)	S	016/016	64.0	-0.0	-10.2	15.0	17.3	3.9	-6.5	-0.8	13	60	16.1	-5.8	13.1	46.0	-0.1	-23.5	Yes & At Least 2 Acceptable Respns. Child Labor Law

Appendix C

Personnel

The team of translators chosen have had extensive experience in the area of counseling. Dr. Randolph Tarrier, the Project Director, José E. Muratti, Project Manager, and Rosalba Rolón and Auremar Vélez, Guidance Counselors and translators worked in the project together with Dr. Alan Robertson, liaison and advisor from the New York State Education Department who, prior to his State appointment in 1963, had been a vocational guidance counselor at the secondary level for 13 years.

While the translators and Project Manager are of Puerto Rican descent, the rest of the consultants were representative of the different Hispanic groups most likely to be answering the test in Spanish.

Aside from the West Coast consultants already mentioned, the East Coast consultant "team" was made up of: María Zoraida Hertz from the Dominican Republic, Stella Sánchez from Colombia, Ada Anglada from Puerto Rico, and Victoria Manero from Cuba.

At the end of the project, an editor, María T. Guzmán, was hired in order to proofread, edit and make specific recommendations on the final manuscript. Ms. Guzmán, in addition, carried out the enormous task of integrating into the final report all recommendations approved by the Project Manager.